

GRAMMAR AND IDIOM

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and
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PREFACE

MANY educationists agree that skill in reading is the most profitable acquirement for students of a foreign language, and that to teach them to speak and write accurately is, for the majority, very difficult, if not impossible.

But it is a written examination that most students have to face ; and public examinations are of supreme importance to them, affecting, as they generally do, their entrance to the various University faculties, their chances of employment and their subsequent careers.

It is not surprising that the eyes of both students and teachers are firmly fixed on these written examinations ; and in them it is not so much reading ability that is tested as skill and accuracy in the active use of the language.

This book is an attempt to teach the construction of English sentences, the commoner English idioms, and the avoidance of those errors to which the non-English student is prone. Some grammar is included, but only a few technical grammatical terms are used. In the examples and exercises, the attention of the student is not distracted by vocabulary difficulties. Having studied English for six or seven years, he is assumed to be familiar with several thousand words. This book is intended to give him practice in the construction of accurate

sentences within that vocabulary. The authors hope that it will be a useful complement to any method that teaches mainly the passive ability to read and understand English.

PREFACE TO THE SECOND EDITION

SECTIONS containing examples in the use of the Perfect Participle, Passive Participle and of Verbal Nouns have been included. It is hoped that these additions will enhance the value of the book.

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PART ONE

CHAPTER I

SECTION A

The Verb "To Be"

Present Tense. I am ; (complete) he — ; we — ; you — ; they —.

Future Tense. I shall be ; he — ; we — ; you — ; they —.

Past Tense. I was ; he — ; we — ; you — ; they —.

Present Perfect Tense. I have been ; he — ; we — ; you — ; they —.

Past Perfect Tense. I had been ; he, we, you, they had been.

To be may be the verb of a sentence. I am a school-boy.

To be may be an auxiliary (helping) verb. He is running away.

Is to and *are to* mean that some plan has been decided upon, or some arrangement made.

Examples. Tomorrow we are to have a holiday. This house is to be sold.

Have been to and *has been to* = *have visited* and *has visited*.

Example. I have been to Mosul since I saw you.

To be takes the same case after it as before it. Say, It is *he*, and not It is *him*.

Adjectives, not adverbs, usually go with (follow) *to be*.
 Which is right? It is *certain* that . . ., or
 It is *certainly* that . . .

SECTION B

Conversation

A very common kind of sentence is: "This is my book, *isn't it?*" "*Is it not?*" is used in formal speech; "*Isn't it?*" in conversation.

Similarly:

| | |
|----------------|------------------|
| Aren't you? | = Are you not? |
| Won't you? | = Will you not? |
| Shan't we? | = Shall we not? |
| Wasn't he? | = Was he not? |
| Werent't they? | = Were they not? |

EXERCISE

Complete the following with "*Isn't it?*" "*Wasn't it?*" "*Aren't you?*" etc.

1. This is your desk, ?
2. This was your old house, ?
3. You were here yesterday, ?
4. You are Sam's brother, ?
5. He will soon be here, ?
6. We shall have a holiday tomorrow, ?
7. You will be here tomorrow, ?

N.B.—This is your desk, isn't it? The answer expected is Yes.

This isn't your desk, is it? The answer expected is No.

EXERCISE. Ask the questions again so as to expect the answer No.

N.B.—I am your friend, *aren't I?* *Aren't I* may look like bad grammar, but it is very common in conversation.

SECTION C

The Present Tense

1. It expresses a general habit or custom or fact.

Examples. I go to bed at ten o'clock every night.
 The sun sets in the west.
 America grows cotton.

2. With some verbs the Present Tense means present time.

Examples. I am a schoolboy.
 I have a lot of books.
 I see the blackboard.

Question. What is the difference in meaning between: (a) He *plays* football, and (b) He *is playing* football?

Verbs that may mean present time when they are in the Present Tense include:

- A. be and have.
- B. see, hear and feel. (There is no effort of the mind.)
- C. know, think, believe, hope, understand, like, love, hate, fear, despise, want, wish, wonder.
- B. are verbs which describe the senses.
- C. are verbs which describe the mind or the emotions (= feelings).

Note.—When there is effort of the mind (when the mind has to work), the Present Continuous is used to show present time.

Compare : (a) I *hear* you. (b) I *am listening* carefully to you. There is no effort of the mind in (a). There is effort of the mind in (b).

3. The Present Tense sometimes means future time.

Examples. When *do we have* the next holiday ? We *have* one next week.

EXERCISES

1. Put the verbs in the correct tenses, present or present continuous.

- (a) I (dislike) people who not (say) what they (mean).
- (b) He generally (wear) a white hat, but he not (wear) it now.
- (c) I (hear) you ; I (know) what you (say).
- (d) The sun always (rise) in the east. Look, it (rise) now.
- (e) I (understand) what you (say).
- (f) I usually (go) to bed early.

2. Put a line under each auxiliary verb.

- (a) I have never seen the Red Sea.
- (b) I am sitting here because I am tired.
- (c) He thinks that he has been very badly treated.
- (d) They were such good boys that they were given prizes.
- (e) He has lost all that he had.
- (f) They are quite happy and are working hard.

3. Underline each auxiliary verb.

- (a) We are going to the cinema.
- (b) Ali is here. He is reading.
- (c) I am old, but I am not going to rest.
- (d) They are eating because they are hungry.
- (e) You are not strong yet, but you are getting better.

- (f) Why are you so slow ? Why are you not running ?
- (g) The gardener is in the garden. He is cutting the grass.
- (h) What are you drinking ? Is it tea ?
- (i) How hot it is ! I am feeling ill.
- (j) Where is he ? What is he doing ?

CHAPTER II

SECTION A

The Verb "To Have"

To have may be (a) an independent verb.
or (b) an auxiliary verb.

EXERCISE

Say whether *has*, *have* or *had* is an independent verb or an auxiliary verb.

1. I *have* seen what he *has*.
2. He *has* given away all that he *had*.
3. He *had* plenty of money, but he *has* never been generous.
4. "I *have* been to the zoo." "Have you really?"
5. Tom *had* a watch, but he *has* lost it.

To have, an independent verb, has several meanings.

1. It may mean *possess* or *own*.

- (a) Tom *has* blue eyes.
- (b) He *has* a shilling in his pocket.
- (c) Mary *had* a high temperature.
- (d) The moon *has* no light of its own.

N.B.—In speech, *has got*, *have got* and *had got* are usually said.

EXERCISE. Turn the above sentences into questions.

Do not use *do*.

2. It may mean *experience*.

- (a) They *had* many troubles.
- (b) We *had* a happy time.
- (c) Tom *had* a great surprise yesterday.

- (d) He *has* much difficulty in getting to school in time.

- (e) They *had* a pleasant journey.

EXERCISE. (1) Turn the above sentences into questions; use *do*, *did* or *does*.

✗ (2) Make the above sentences negative; use *do*, etc.

3. It may mean *receive* or *take*.

- (a) They *have* coffee for breakfast.
- (b) We *have* an English lesson nearly every day.
- (c) I *had* a letter this morning.

EXERCISE. Make these (1) negative, (2) interrogative; use *do*, etc.

4. A. It may mean *cause something to be done by another person*.

- (a) Sam *had* his hair cut.
- (b) Mary *had* her eyes tested.
- (c) He *has* his car washed every week.
- (d) I *have* my shoes cleaned.

EXERCISE. Make these negative; use *do*, *does* or *did*.

- B. The same construction is used to express something happening to a person.

- (a) He *had* a son killed in the war.
- (b) She *will have* a fortune left her.
- (c) I *had* my house robbed when I was away.
- (d) Tom *has* a shilling given him every week by his father.

5. When followed by *to* it may mean *necessity*.

- (a) We *have to* be at school by eight o'clock.
- (b) He *had to* work very hard when he was young.

N.B.—In this case we may use *do*, or not use it, in the negative and interrogative.

(a) *Either*—Do we *have to* be at school by eight o'clock?

or —Have we *to* be at school by eight o'clock?

(b) *Either*—Did he *have to* work very hard when he was young?

or —Had he *to* work very hard when he was young?

In speech, *has got to*, *have got to* and *had got to* are often used.

We *have got to* learn some recitation.

SECTION B

Conversation

A

Tom has plenty of money, *hasn't he*?
 You have a ruler, *haven't you*?
 You have a shilling a week as pocket money, *don't you*?
 You have coffee for breakfast, *don't you*?

Complete :

A

1. We have English on Sundays, — —?
2. You had a new suit made, — —?
3. The teacher had Ali punished, — —?
4. Sam has a rich uncle, — —?
5. We have a holiday every Friday, — —?

B

- Yes, he has.
- Yes, I have.
- Yes, I do.
- Yes, we do.

B

- — —
- — —
- — —
- — —
- — —

1. don't we ? 2. didn't you ? 3. didn't he ?
4. hasn't he ? 5. don't we ?

General Rule.—When *have* has the ordinary meaning of lasting possession, it does not take *do* in the negative and interrogative. When it has other meanings, it generally takes *do*.

SECTION C

The Past Tense

1. The past tense is used to express a general custom or habit in the past.

Example. When I *was* young, I *went* to bed early.

2. It shows a single event or action that happened in the past.

Example. He *fell* down and *broke* his leg.

3. It is used after *if* when the time meant is present or future and the supposition (what we suppose) is unlikely or impossible.

Examples. If the school *fell* on us tomorrow, we should all be killed or hurt.

If wishes *were* horses, beggars would ride (proverb).

If I *were* you I should keep quiet.

If I *had* any money (now), I should give you some.

Note.—When you use *if* and mean present or future time, the tense depends on whether you consider the supposition likely or unlikely.

Compare : (1) If it *rains*, I shall not go out.
 (2) If it *rained*, I should not go out.
 (1) means that you consider the rain likely.
 (2) means that you consider the rain unlikely.
 But the time meant in both sentences is future.

4. It is used after *to wish* or *to suppose* to show that the wish or supposition is untrue.

Examples. I am not rich ; I wish I was (were).
 Suppose you had an aeroplane ; what would you do with it ?

EXERCISES

1. Make sentences using *if* and meaning future time.
 - (a) I (pass) the examination, father (be) pleased.
 - (b) I (fail) the examination, mother (be) sorry.
 - (c) You (drop and break) your watch, what (do) ?
 - (d) I (see) house on fire, (call) the fire-brigade.
 - (e) We (go) out in the rain, (get) very wet.
 - (f) The weather (be) fine tomorrow, we (play) tennis.
2. Put the verbs in the right tenses.
 - (a) I wish I (be) a great king and (sit) upon a throne.
 - (b) Suppose you (find) a lot of money, what you (do) ?
 - (c) He wishes that money (grow) on trees.
3. Put another verb instead of *have*.
 - (a) Have you a car ?
 - (b) You had a letter last week.
 - (c) I have no sealing-wax.
 - (d) We have to realise what this means.
 - (e) Do you have fruit for lunch ?

4. Complete the following with *shan't we ? aren't you ? hasn't he ?* or words like these.
 - (a) You will fold up the paper, ?
 - (b) You had something to eat, ?
 - (c) Tom was in the boat, ?
 - (d) She is to go away tomorrow, ?
 - (e) She has bright eyes, ?
 - (f) This is a sentence, ?
 - (g) He has a pencil, ?
 - (h) We had an unpleasant journey, ?
 - (i) He was an officer, ?
 - (j) That is a magnet, ?

CHAPTER III

SECTION A

The Verb "To Do"

To do may be (a) an independent verb ;
or (b) an auxiliary verb.

EXERCISE

Say whether *do* is an independent verb or an auxiliary verb.

1. He *does* his work well.
2. I *did* not know what he had *done*.
3. I shall *do* my best for you, as you have *done* me a favour.
4. Some bad boys *do* not *do* what they are told to *do*.
5. *Do* not waste your time.

To do, an independent verb, means *perform*. It takes *do* as an auxiliary verb.

- (a) *Do* your corrections before beginning a new composition.
- (b) He *did* a wicked deed.
- (c) She is always ready to *do* a kindness to others.
- (d) Tom is *doing* very well at school.
- (e) Did you *do* your duty ?

To do, an auxiliary verb, has several uses. It is used :

- (a) to ask questions *Do* you wish to come ?

- (b) to make negatives No, I *do* not wish to come.
Do not waste your time.
- (c) to avoid repeating a verb Tom likes me and John *does* too.
Tom ran away and so *did* I.
- (d) to express emphasis *Do* come and help me.
I failed, but I *did* try.
He *does* annoy me.

In this case *do*, *does* and *did* are pronounced very strongly.

EXERCISES

1. Say what is the work of *do* in the following sentences.
 - (1) What are you *doing* ?
 - (2) Behave properly as the others are *doing*.
 - (3) You *do* not take enough care. *Do* be more careful.
 - (4) *Do* you think that I *do* not know what you have *done* ?
 - (5) I *did* not succeed, but I *did do* my best.
2. Make the following emphatic, using *do* :
 - (a) Be quiet ! (b) Please help me ! (c) Hurry !
 - (d) Stop asking questions ! (e) Try harder !

SECTION B

Conversation

| | | |
|------------------------|----------------|---------------|
| Bill | Tom | Sam |
| I went to the cinema | And I did too. | So did I. |
| last night. | | |
| My brother knows | And mine does | So does mine. |
| how to swim. too. | | |

| | | |
|----------------------|----------------|-----------|
| Bill | Tom | Sam |
| We often go fishing. | And we do too. | So do we. |
| You know a lot of | And you do | So do I. |
| English, Tom. | too, Bill. | |

EXERCISE

Complete :

| | | |
|---|-------------------------|--------------------|
| Bill | Tom | Sam |
| My father knows how to drive a car. | | |
| I like going to the cinema. | | |
| I went to London last year. | | |
| You work very hard, Tom. | | |
| <i>Note.—All the above sentences are affirmative, not negative. The negative forms are as follows :</i> | | |
| Bill | Tom | Sam |
| I didn't go to the cinema last night. | I didn't go either. | Nor did I. |
| My brother doesn't know how to swim. | Mine doesn't either. | Neither did I. |
| We don't often go fishing. | We don't either. | Nor does mine. |
| You don't know much English, Tom | You don't either, Bill. | Neither does mine. |
| Nor do we. | | |
| Neither do we. | | |
| Nor do I. | | |
| Neither do I. | | |

EXERCISE. Make the other sentences negative..

SECTION C

The Future Tense

The future tense of "to be" is :

I and we *shall* be ; he, she, it, you, they *will* be.

EXERCISE

Put in the verbs, using the future tense.

1. I (go) to the sea for my holidays.
2. He (get) better soon.
3. We (be) pleased to see you.
4. She (write) to you if you write to her.

Question. What is a complex sentence ?

Answer. It is a sentence that contains one Principal Clause (chief clause) and one or more Subordinate Clauses (less important clause).

A subordinate clause may begin with *if, when, as soon as, after, before, till or until.*

Notice that if a subordinate clause begins with one of these words and speaks about future time, the verb is not put into the future tense ; it is usually put into the present tense.

Examples. I shall be glad to see him when he comes.

When he comes I shall be glad to see him.

If he comes I shall be glad to see him.
I shall be glad to see him if he comes.
I shall finish my work before I go.

As soon as he has enough money, he will buy a car.

We shall wait until you arrive.

EXERCISES

1. Put the verbs in the correct tenses. The sentences are about some future time.
 - (a) If it (rain), we not (go) out.
 - (b) As soon as the sun (set), we (go) home.
 - (c) You (find) your book if you (look) for it.
 - (d) We (be) glad when the weather (get) better.
 - (e) If you not (work) hard, you not (learn) much English.
 - (f) We (finish) our lesson before the clock (strike) ten.
 - (g) If I (give) you the money, what you (buy) with it?
 - (h) We (go) out after the bell (ring).
2. Put the following into the future, and change "today" etc. :
 - (a) He is coming today.
 - (b) They finished it yesterday.
 - (c) I felt tired this morning.
 - (d) The doctor gave me something to drink yesterday.
 - (e) We are not hungry this afternoon.

CHAPTER IV

SECTION A

Will

Will is sometimes an independent verb.
I, he, we, you, they, *will*.

1. *Will* may mean *wish*
If God *wills* = If God wishes.
Do what you *will* = Do what you wish to do.
2. *Will* (pronounced strongly) may mean *determination* or *insistence*.
Zaki is a troublesome boy; he *will* talk in class.
Boys *will* be boys. (Proverb = boys always behave like boys, not like men.)
3. *Will not* = *refuse* or *refuses*.
I want him to help me, but he *will not*.
He wants me to go with him, but I *will not*.
Tom *will not* do as he is told.
4. *Will you?* = *please*.
It is used in polite speech when making a request.
Will you have some coffee?
Will you pass the bread?
Will you help me?

Note.—In the above sentences, *will* does not mean future time, but present time. *Will you help me?* = Are you willing to help me? *Yes, I will help you* = I am willing to help you; I promise to help you.

5. *Will you?* is used in invitations.

Will you come to tea with us?

Will you have dinner with us?

6. *Will* may mean *willingness* or *agreement*.

I *will* do what you ask.

If you *will* forgive me, I promise never to do it again.

We shall be very glad if you *will* come to tea.

7. *Will* often expresses habit in the present.

A cat *will* jump up a tree when attacked by a dog.

Even a worm *will* turn. (Proverb meaning: even a worm makes some resistance when attacked.)

A diamond *will* cut anything.

Note.—In Chapter III we had *If it rains* . . . It was explained that *If it will rain* would be wrong, because we do not use the future tense after *if*. But when *will* means *willingness*, we may say *If . . . will* as in the above sentences.

EXERCISES

A. In the following sentences, if *will* means just future time, leave it. If *will* means something else, put a line under it.

1. He *will* not do as he is told.

2. If you *will* give him the money, he *will* be very pleased.

3. Tom *will* leave the door open, although I have a cold.

4. Will you pass me the salt?

5. He *will* come next week.

B. What is the meaning of the words you have underlined?

SECTION B

Shall

The ordinary future tense takes *shall* in the first person (I and we); it takes *will* in the second and third person (you, he, she, it, they).

There is another future tense called the Emphatic Future (= strong future). This takes *will* in the first person and *shall* in the other persons.

I, we *will*; you, he, she, it, they *shall*.

This tense is used to give emphasis (= to say something strongly). It is also used to make promises.

Examples. I *will* go out; no one *shall* keep me in. Zaki does not want to do his work; but he *shall* do it. (= I intend to force him to do it.)

As you have all been good, you *shall* have a holiday.

If you do your best, we *will* help you. I *will* never forget your good advice. (This is stronger than I *shall* never forget.)

EXERCISE

Put in *shall* or *will*.

1. I do not think that flying — ever be cheap.

2. I — never forget what you have said.

3. I — always remember your kindness to me.

4. I promise that you — go with me to the theatre next week.

5. What — we do today? — we go out or — we stay at home?

SECTION C

The Present Perfect Tense

I have been ; he has been ; they have been, etc.

This tense has several uses.

1. It may have a present meaning.

Examples.

Summer *has gone* = Winter is coming.

He *has lost* all his
money = He is now poor.

They *have all come* = They are all here.

How you *have grown*! = You are now very big!

2. It makes a bridge between the past time and the present time.

Examples. I *have been* here for six weeks = I
came six weeks ago and am still here.

I *have eaten* nothing for three days =
I stopped eating three days ago and
am now very hungry.

I *have not seen* him since he went
away.

Tom *has been* in that school for several
years.

3. It describes recent events, often with the help of
the word *just* or *recently*.

Examples. The bell *has just rung*.

I *have seen* him quite recently.

Sam *has been* here, but he is not here
now.

4. In Chapter III we learned that after the words
when, as soon as, before, after, till and *until*, the

present tense shows future time. After these words the present perfect tense may also show future time.

Examples. As soon as I *have finished*, I shall go
out.

You may go when you *have done* your
work.

The bird will leave the nest after it
has learned to fly.

Run ; you will catch him before he
has left the house.

EXERCISES

1. Put the verbs in the past tense or the present
perfect tense.

- (a) Baghdad (grow) now into a very big city.
- (b) I not (see) Tom for a long time ; I (see) him
last three years ago.
- (c) The bell (ring), so we must go in.
- (d) I (meet) Mary last night ; she (become) a
very big girl.
- (e) He is very thirsty ; he not (drink) anything
for twenty-four hours.
- (f) It is very hot ; summer (come).
- (g) Ali (be) in this school for four years (and is still
here).

2. Complete :

| A | B |
|--|---|
| (a) You have seen Tom recently, — you ? No, I —. | |
| (b) You saw Tom yesterday, — you ? No, I —. | |
| (c) You will see Tom tomorrow, — you ? No, I —. | |

3. Put the verbs in the correct tenses.

- (a) Yesterday I (feel) ill ; I hope I (not feel) ill
tomorrow.

- (b) I (mend) the wireless set, so you can use it now.
- (c) I (not write) a letter for many weeks, but I (write) one tonight.
- (d) He played football when he was young, but he (not play) now ; he (not play) since he was eighteen.
- (e) I wish I (be) strong.
- (f) If the tree (fall) down, it would break the window.
- (g) They will make no progress until they (work) harder.

CHAPTER V

SECTION A

The Conditional

I and we *should* be ; he, she, it, you, they *would* be.

This is used in conditional sentences (= "if" sentences) when the condition is considered unlikely or impossible, and the time meant is present or future.

Note.—The conditional is not used in the *if* part of the sentence, but in the answer to the condition.

EXERCISE

Put the verbs in the right form.

- (a) If I were (or was) king, I (rule) justly.
- (b) If it rained (or were to rain) tomorrow, we not (go) out.
- (c) He (go) to the doctor if he felt ill.
- (d) I (buy) a new pen if I had enough money.
- (e) They (learn) more if they worked harder.

SECTION B

The Sequence of Tenses

Rule. When the principal verb is in the past tense, the subordinate verb or verbs are usually put in the past tense. *Should* and *would* are the past forms of *shall* and *will*.

Examples. I think he will come.
 I thought he would come.
 I hope I shall succeed.
 I hoped I should succeed.

EXERCISE

Put the verbs in brackets in the right tenses.

1. I feared that he (be) hurt.
2. They knew that they soon (be) safe again.
3. We believed that they (help) us.
4. She knew that you (come) if you (can).
5. I hoped that I (get) better.

SECTION C

Conversation

| A | B |
|------------------------------------|-------------------|
| You wouldn't like to be a soldier, | No, I shouldn't. |
| would you ? | |
| You would like some tea, wouldn't | Yes, I should. |
| you ? | |
| Would you come to dinner if I | Yes, I should. |
| asked you ? | |
| What would you say if I told you | I should say that |
| that you had won a hundred | I didn't be- |
| pounds ? | lieve you. |

NOTE ON SHORT ANSWERS

There are several possible answers to such a question as : *Does your brother learn English ?*

- (a) Yes, my brother learns English.
- (b) Yes, my brother learns it.
- (c) Yes, he learns it.

- (d) Yes, he does.
- (e) Yes.

In conversation (d) is the commonest kind of answer.

EXERCISE

Ask and answer (short answers).

- (a) Would you like some cake ?
- (b) Did you do your homework yesterday ?
- (c) Can a duck swim ?
- (d) Have you ever seen an elephant ?
- (e) Will you come here tomorrow ?
- (f) Has the bell rung ?

SECTION D

Should and Would

Sometimes *should* and *would* are independent verbs, or they have special meanings.

Should

1. *Should* may mean *ought to* (*duty*) in the present time or future time.

Examples. We should all do our best to succeed. You should come to school in time. Those who live in glass houses should not throw stones.

He shouldn't interfere with his neighbour.

2. *Should* may be put in the *if* part of a conditional sentence to give emphasis to the verb and to show that what we suppose is unlikely. The principal verb may be either future or conditional in this case.

Example. I do not think that he will come ; but if he *should* come, he will be (would be) very welcome.

3. After *lest* (= *so that + not*) and *for fear that*, *should* is used in clauses expressing purpose.

Examples. I held him tightly *lest* he *should* escape. I remained silent, *for fear that* he *should* hear me.

The door was locked *so that* no one *should* get out.

4. *I should like* expresses a wish.

Examples. I *should like* to be rich.

We *should* all *like* to become great men.

Would

1. *Would not* = *refused*.

Example. He *would not* give me back my box.

2. *Will* may mean *willingness* or *agreement* ; so may *would*.

Examples. I shall buy the horse if he *will* sell it. I should buy the horse if he *would* sell it.

3. *Would like* expresses a wish.

Examples. *Would* you *like* some coffee ?

They *would like* to live by the sea.

4. *Would you mind?* has nearly the same meaning as *please*.

Example. *Would you mind* lending me your pen ?
(= *Please lend*.)

5. *Would* may express a habit in the past, just as *will* may express a habit in the present.

Examples. When he was a boy, he *would* often stay out late.

When I was young, I *would* sometimes run away from school.

EXERCISE

Put *should* or *would* in the spaces.

- (a) You — listen more carefully.
- (b) You — listen more carefully, if you knew what I had to say.
- (c) Ali — not obey my instructions.
- (d) He — not like to be put under arrest.
- (e) Passengers — not move about when an aeroplane is leaving the ground.
- (f) — you like to go to the university ?
- (g) Nobody — drink dirty water.
- (h) If I broke this wire, the light — go out.
- (i) If you — be paid £10,000, I am sure you would give me some of the money.
- (j) We — be delighted if you got better.

CHAPTER VI

SECTION A

Can and Could

Can is a defective verb ; it has a defect. A defect is a fault or something missing.

Can is called defective because it has only two tenses, the present *can* and the past *could*. It has no infinitive. For tenses other than these two, we use *be able*.

Uses of Can

Can may mean (a) ability.

Examples. I *can* swim.

She *cannot* find her money.

It may mean (b) possibility.

Examples. Dreadful accidents *can* happen in coal-mines.

It *can* rain in Italy even in the summer.

It may mean (c) permission.

Examples. You *can* go now.

I shall be glad when the bell rings and we *can* all go home.

Uses of Could

Could is (1) the past tense of *can*.

Examples. I learned as much as I *could* (learn).

She *could* not find her money.

He said that we *could* go.

It may mean (2) *possibility* in the present time.

Example. Don't do that ; it is very dangerous ; you *could* easily kill yourself.

It may mean (3) *should be able* or *would be able* (present or future).

Examples. If you tried (were to try), you *could* do it.

I *could* buy it if I had another shilling.

It may mean (4) *feel ready to* (present or future).

Examples. I am very happy ; I *could* jump for joy. I dislike him so much that I *could* hit him.

Note.—In the last two examples, an *if*-clause is omitted ; I *could* jump for joy *if I gave way to my feelings*.

EXERCISES

Could is often used with an *if*-clause omitted. In the following sentences, put in the omitted *if*-clause.

Example. He is very rich ; he *could* buy the whole street (= *if he wished*).

(a) I am very hungry ; I *could* eat a horse.

(b) I *could* knock his head off.

(c) She *could* do better work than this.

(d) I will not help you ; I *could*, but I won't.

(e) I *could* get a hundred pounds for my car.

Warning. Do not use *could* to mean *succeeded* or *managed*.

I *could not* often means I *tried and failed*.

I *could* does not mean I *tried and succeeded*.

Say : I succeeded in escaping.
or I managed to escape
or I was able to escape.

In conversation, *cannot* becomes *can't*; *could not* becomes *couldn't*.

Conversation

Complete the following :

| A | B |
|--------------------------------------|-------|
| You can swim, — — ? | — — — |
| Fish can't fly, — — ? | — — — |
| Men can't live under water, — — ? | — — — |
| A horse couldn't climb a tree, — — ? | — — — |
| You can fly to India, — — ? | — — — |

SECTION B

The Present Continuous Tense

I am writing ; he is speaking ; we are working.

This tense is used to describe actions taking place at the present time and not yet complete.

EXERCISE

1. What is the difference between—
(a) Tom goes to school, and
(b) Tom is going to school ?
2. Make sentences describing what is happening in the street now.

Other uses of the present continuous tense.

1. It is used to describe something that is considered as certain to happen in the future. The time is usually mentioned.

Examples. We are going to England next year.
They are leaving by the six o'clock train.
He is returning to school next week.

2. It may describe repeated actions.

Examples. I am always thinking of you.
He is visiting the doctor.
Ali is giving the teacher a lot of trouble.

Note.—*He is visiting the doctor* may mean (a) *He is now at the doctor's house*, or (b) *He goes regularly to the doctor for treatment*.

3. The present continuous of *to go* is used as a future auxiliary verb (= *shall* or *will*).

Examples. We are going to have a holiday next week.
They are going to go to the seaside in the summer.
Tom and Mary are going to come and stay with us.

The Past Continuous Tense

I was writing ; he was speaking ; we were working.

1. This tense is used to describe a continuous action in a time that is past.

Example. We were working all day yesterday.

2. It may describe an action that was going on at a certain time in the past.

Example. We were working when you arrived.

EXERCISES

1. Put the verbs in the correct tenses.
 - (a) Yesterday you (look) ill ; I (be) glad that you (look) better today.
 - (b) When I found him, he (swim).
 - (c) I do not like working when it (rain).
 - (d) He worked very hard and (hope) that he (succeed).
 - (e) He could not do that if he (try) all next week.
 - (f) What you (write) when I came in ?
2. Change the tense but do not change the meaning.
 - (a) We shall have a holiday soon.
 - (b) Tom will come back tomorrow.
 - (c) This old house will soon be pulled down.
3. Give short answers to the following :
 - (a) Should a criminal be put in prison ?
 - (b) Has the merchant made a profit ?
 - (c) Can you draw a right angle ?
 - (d) Would you understand that signal if you saw it again ?
 - (e) Can he drive a tractor ?
 - (f) Would you like to be a mechanic ?
 - (g) Do diamonds cost a lot of money ?
 - (h) Is a gun dangerous ?
 - (i) Can you understand what he says ?
 - (j) Would you help me if Ali would ?

CHAPTER VII

SECTION A

May and Might

1. *May* is used to express *permission*.

Examples. You *may* all go home.
May I borrow your dictionary ?

2. It can express *purpose*.

Examples. We come to school so that we *may* learn.
He works hard in order that he *may* help his parents.

3. It is used to express *wishes*.

Examples. May you live for ever !
May we all meet again soon !
May all his family perish !
I hope that we *may* meet again.

4. It can show *doubt*.

Examples. He *may* come, but I don't think he will.
It *may* be a fine day tomorrow, or it *may* not.

5. It is used to express *possibility*.

Example. You *may* learn to fly in a week (= it is possible for you to learn to fly in a week).

Note.—*May not* must not be used to express *impossibility*. We must use *cannot* for this.

Examples. You *cannot* learn how to fly in a day, but you *may* (*can*) learn in a week. You *may* lead a horse to the water, but you *cannot* make him drink. (Proverb.)

EXERCISES

1. What is the use of *may* in the following ?
 - (a) You *may* eat as much as you like.
 - (b) He *may* come in June, or he *may* come in May.
 - (c) A strong man *may* live for a year in that heat, but he *must not* stay much longer.
 - (d) You *may not* believe what I am going to tell you.
 - (e) May you never suffer what I have suffered !
2. Write other sentences of more than six words, using *may* in the following meanings :
 - (a) To show doubt.
 - (b) To show a wish.
 - (c) To show purpose.
 - (d) To show possibility.
 - (e) To show permission.

Might is the past form of *may* and is used in the same way.

Examples. He said that they *might* go home. We went to school so that we *might* learn. I hoped that we *might* all meet again.

Might may also describe great doubt in present or future time.

Examples. Let us go to Tom's house ; he *might* be in (= It is just possible that he may be in). Nobody knows what *might* happen tomorrow. Don't touch it ; it *might* go off. He is not very good at English ; but he *might* pass.

SECTION B

Conversation

REPLIES EXPRESSING AGREEMENT

If A says to B, *Look, that is a very nice house*, B may reply :

Yes, that is a very nice house, or
Yes, it is a very nice house, or
Yes, it is, or
So it is.

The last two are commonly heard in conversation. Notice the difference between *So I do* and *So do I*. *So I do* means *Yes, I agree with what you say about me*. *So do I* means *I also do the same*.

A

| | |
|--|--|
| Look, this is your lost book. | So it is. |
| We have had some bad weather lately. | Yes, we have ; or So we have. |
| I hear that you have been ill. | Yes, I have ; or So I have. |
| I hear that you went to Damascus last month. | Yes, I did ; or So I did. |
| There will be a holiday next week. | Yes, there will ; or So there will. |

| A | B |
|---|-------------------------------|
| You are looking much older. | Yes, I am, and so are you. |
| Someone told me that you were in Beirut last week. | Yes, I was; or So I was. |
| I have heard that you play foot- ball now. | Yes, I do ; or So I do. |

EXERCISE

Make remarks, agreeing with what is said.

- (a) I am your old friend Sam.
- (b) *Robinson Crusoe* is a very interesting book.
- (c) You told me that you would call for me.
- (d) We shall have a day's holiday next week.
- (e) She spends a lot of money on her clothes.
- (f) You have written this very untidily.
- (g) You have changed a great deal since I saw
you last.
- (h) Tom has grown very tall lately.
- (i) You have forgotten to write the title of your
composition.
- (j) Look, your car is on fire !

SECTION C

The Past Perfect Tense

I had written.

When two actions happen in the past, one before the other, the verb expressing the first action to happen is put in the past perfect and the second usually in the past tense.

Examples. I went to the cinema on Monday.
I *had arrived* the day before.
I saw that he *had been hurt* in an
accident.
I *had met* him before you introduced
me to him.

EXERCISE

Put the verbs in the correct tenses, past or past perfect.

- (a) He (rush) to the doctor as soon as he (arrive).
- (b) I (make) him buy me a new book as he (lose)
my old one.
- (c) When we got there, our friends already
(leave).
- (d) Before coming to us, he (work) as a carpenter.
- (e) My brother told me that poor Tom just
(die).
- (f) I (go) out after I (finish) my work.
- (g) I not (know) the time as I (break) my watch.
- (h) The teacher (give) back the books that he
(correct).
- (i) I met him before I (go) a hundred yards.
- (j) I started work again after I (recover).
- (k) When stone weapons (use), iron not (discover).

Note.—When two events happened almost at the same time, both verbs are usually put into the past tense.

Examples. When I *saw* him, I *spoke* to him.
We *went* home when it *struck* six
o'clock.
As soon as they *saw* me, they *ran* to
meet me.

After *he said that*, *he asked whether*, etc., the past perfect **must** be used if the original words were in the past or the present perfect tense.

Examples. She said, "He *has just died*."
 She said that he *had just died*.
 He said to me, "Have you *seen my brother*?"
 He asked me whether I *had seen* his brother.
 They said, "He *went away* five minutes ago."
 They said that he *had gone away* five minutes before.

CHAPTER VIII

SECTION A

Must

Must is a defective verb ; it never changes its form and it has only the present tense. But because it looks like, and sounds like and used to be a past tense, it may go unchanged into indirect speech in the past.

Examples. I said to him, "You *must go*."
 I told him that he *must go*.

1. *Must* may mean *necessity*.

Examples. You *must* study this book.
 We *must* do our best.

2. It may mean *certainty*.

Examples. This *must* be your book ; it has your name in it.
 You *must* be my old friend Tom.

Must has no past tense, but we may make it describe past time by using the perfect infinitive after it ([to] *have written*). This may only be done when it means (2) *certainty*.

Examples. It *must have been* your book ; it had your name in it.
 He is not here ; he *must have gone* out.

To express (1) *necessity* in the past time, we use *had to*.

Example. We *had to* study that book last year.

Must may describe future time in case (1) *necessity*.

Example. Tomorrow we *must* work harder.

SECTION B

Conversation

REPLIES EXPRESSING DISAGREEMENT

In the following, B disagrees with the statement or suggestion made by A. The auxiliary verbs are used to avoid repeating the main verb. In these replies, the auxiliary verbs should be spoken with emphasis. But in *we're not*, *I'm not*, *he's not*, *you're not*, the emphasis is on *not*.

A

I hear you're going to Kir-kuk.

I believe you don't like me.

There isn't any ink in this pot.

You'll be here next year, won't you?

They'll be back soon, won't they?

Why have you taken my book?

I saw you in the cinema last night.

I suppose he'll go away next year.

B

But I'm *not*.

But I *do*.

But there *is*.

No, I *shan't*.

No, they *won't*.

But I *haven't*.

Oh no, you *didn't*; or

But you *didn't*.

No, he *won't*.

SECTION C

The Perfect Continuous Tenses, Present and Past

I have been writing; I had been writing.

The present perfect continuous tense is used to describe recent continuous actions or repeated actions.

Example. My eyes are tired; I *have been reading* for a long time.

The past perfect continuous tense is used to describe continuous or repeated actions that happened before a past event of which we are speaking.

Example. His hands *were* very dirty; he *had been playing* with mud.

EXERCISES

- Put the verbs in the correct tenses, present perfect continuous or past perfect continuous.
- (1) Your hair is wet; you (swim).
- (2) Although he (go) to the doctor for six months, he did not feel any better.
- (3) I asked him what he (do).
- (4) I am very glad to see you; I (think) a lot about you.
- (5) Tom was very tired; he (run) for an hour.
- (6) You have a black eye; you (fight).
- (7) You look very tired; you (work) very hard?
- (8) Jack is still a bad driver, although he (drive) cars for six years.
- (9) We could not eat any more, for we (eat) for an hour.
- (10) The ground is very wet; it (rain) ?

2. Use *must*, *must have* or *had to* with the verbs in brackets.
 - (a) The window is broken ; someone (throw) a stone at it.
 - (b) Last week we (learn) a piece of recitation.
 - (c) All men (die).
 - (d) It (be) Ali who telephoned when I was out.
 - (e) Next week we (have) a game of tennis together.
3. Give short answers, disagreeing with the suggestions or statements made.
 - (a) I don't think you are a friend of mine.
 - (b) You went to France last year, didn't you ?
 - (c) Why didn't you come to school yesterday ?
 - (d) We shall see you next week, I suppose ?
 - (e) You want to be a doctor, don't you, Zaki ?
 - (f) Why don't you do your best ?
 - (g) You'd like to be a soldier, wouldn't you, Sam ?
 - (h) Basrah is the capital of Iraq, isn't it ?
 - (i) I believe you have borrowed my pen.
 - (j) There is a holiday tomorrow, isn't there ?
4. Put the verbs in the right tenses.
 - (a) Before you arrived, I (finish) the book ; I (read) it for a long time.
 - (b) I will tell you my answer when you (come) tomorrow ; I cannot do so until I (think out) a solution.
 - (c) I (be astonished) if you did this problem, because it (be) very difficult.
 - (d) Go on ; I (listen) ; I (know) what you want.
 - (e) He (come) to live here many years ago ; before that we (not see) him.

CHAPTER IX

SECTION A

Ought

Like *must*, *ought* has only one form. It usually means present time, but in indirect speech it may describe past time.

Examples. He *ought* to work harder than he does.
I told him what *ought* to be done.
I asked him what I *ought* to do.

We can make *ought* describe past time by putting the perfect infinitive after it (*to have written*).

Example. Why haven't you learnt your recitation ? You *ought to have learnt* it yesterday.

Ought may express *probability*.

Examples. The Tigris is high this year; there *ought* to be a good harvest.

This tree is covered with blossom ; there *ought* to be plenty of fruit in the autumn.

He works hard ; he *ought* to pass the examination easily.

SECTION B

Exclamations

The following are exclamations expressing :

1. Surprise.

Oh ! I say ! Really ! Indeed ! How surprising ! Do you think so ? What an extraordinary thing ! I can hardly believe it ! I can't believe it ! I've never heard of such a thing ! You don't say so ! Good gracious ! By Jove ! Good heavens ! Ah ! Great Scott ! Hallo !

2. Disbelief.

Nonsense ! I don't believe it ! It can't be true ! I've never heard of such a thing ! I don't believe it for a moment ! Impossible ! Rubbish !

3. Sympathy.

There, there ! Bad luck ! Hard luck ! I am sorry ! What a pity ! What a shame ! Never mind ! Better luck next time ! Cheer up ! Poor fellow ! My poor chap ! Oh dear !

4. Joy.

Hurrah ! Good ! Splendid ! That's fine ! I'm so glad !

5. Admiration.

Wonderful ! How wonderful ! Well played ! Well done ! That's marvellous !

EXERCISES

1. Make exclamations in reply to the following :

- (a) Look ! There's an aeroplane on fire.
- (b) Poor Sam died in the night.
- (c) I've just found a five-pound note.
- (d) My uncle has just died and left me all his money.
- (e) I've failed in my examination again.
- (f) A police officer wants to see you.
- (g) I've just lost my watch.
- (h) My father is going to give me a new bicycle.

- (i) You have hurt my feelings.
- (j) I have got through my examination at last.
- (k) My mother has been taken to hospital.
- (l) We keep snakes in our bathroom.

2. Make suitable exclamations in reply to the following :

- (a) He is ruined !
- (b) He can do anything !
- (c) I feel very discouraged.
- (d) He wants £5,000 for his motor-car !
- (e) My uncle has just died.
- (f) You shall have a new bicycle.
- (g) I have solved the problem.
- (h) He has lost all his money.
- (i) There is a red elephant in the garden !
- (j) You have won £10,000 !

SECTION C

The Future Perfect Tense

I shall have finished.

This tense is used to show that an action will be completed before a certain time in the future.

Examples. We *shall have finished* this book by April.

Run, or he *will have gone* before you arrive.

By five o'clock we *shall have left* the school.

EXERCISE

Use the future perfect tense in the following sentences.

1. We hope that all fighting (stop) by the end of the year.
2. Before another hundred years have passed, perhaps all countries (learn) how to do without war.
3. Many days (pass) before we meet again.
4. I not (finish) this work by this time next year
5. The Tigris (rise) and (fall) again by the time he returns to Iraq.
6. We (be) three years in this school by the end of the year.
7. You will not find me at seven o'clock ; I (go) out.
8. If you do not hurry, the train (leave) by the time you arrive.
9. I (finish) my work before you begin.
10. I shall not see him ; I (go) before he comes.

Note 1.—The words *by* and *before* are commonly used in sentences containing this tense.

Note 2.—The following sentence is not ordinary English.—*We shall go out when we shall have finished.* The English language does not like *shall* and *will* in clauses beginning with *if*, *when*, *before*, *as soon as*, *until*. Englishmen say *when he comes* not *when he will come*.

We shall go out when we have finished is good English.

CHAPTER X

SECTION A

Active and Passive Voice

The following two sentences mean the same thing.

- (a) (Active) People make shirts of cotton.
- (b) (Passive) Shirts are made of cotton (by people).

To change a sentence from the active to the passive voice,

1. Make the active object into the passive subject.
2. Look at the tense of the active verb. Write down the same tense of the verb *to be*, followed by the past participle of the active verb.
3. Write the active subject following the preposition *by*. This is sometimes omitted altogether if the meaning is clear without it.

EXERCISES

1. Put into the passive voice.
 - (a) The lion killed Ali.
 - (b) These men have committed no crime.
 - (c) We cannot make tea with cold water.
 - (d) He did not write the letter ; he typed it.
 - (e) People measure temperature with a thermometer.
2. Change into the passive.
 - (a) Mr. Smith teaches him.
 - (b) Mr. Smith is teaching him.
 - (c) Mr. Smith will teach me.

(d) You can buy scent at this shop.
 (e) The cat killed the rat.

3. Change into the active. Use the word in brackets as the subject.

(a) English is spoken all over the world. (People)
 (b) The window has been broken. (Somebody)
 (c) All his deeds have now been forgotten.
 (People)
 (d) Coal is obtained from under the earth. (We)
 (e) He was hit on the head. (Someone)
 (f) He was shown how to do it. (They)
 (g) He was told to go to prison. (The judge)
 (h) The Atlantic Ocean is often crossed in a few hours. (Airmen)
 (i) Oil lamps were used years ago. (People)
 (j) Germany was defeated. (The United Nations)

SECTION B

Used to (Pronounced *u:st-tu*)

The verb *used to* expresses a habit or custom in the past time.

Examples. They *used to* live in the Sudan, but now they live in Syria.

I *used to* wear short trousers, but now I wear long ones.

There *used to* be an old house where the school now stands.

To make negative, put *not* after *used* (*used not*) ; to make interrogative, put the subject after *used*.

Examples. *Used they to* live in the Sudan ?
 I *used not to* wear long trousers, but now I do.

Used you not to live in Mosul?

Note.—The present tense of *used* does not express habit or custom in the present.

There is an adjective *used* which means *accustomed*.

It is pronounced *u:st* ; compare :

He *used* to live in the Sudan.

He *is used to* living in the Sudan because he has been there for a long time.

SECTION C

Degrees of Comparison (i)

Adjectives and adverbs have usually three degrees of comparison.

Example. *Long* (positive) ; *longer* (comparative) ; *longest* (superlative).

ADJECTIVES

There are three ways of forming the comparative and superlative of an adjective.

(i) *-er* ; *-est*.

Example. *Deep* ; *deeper* ; *deepest*.

(ii) more — ; most —.

Example. *Beautiful* ; *more beautiful* ; *most beautiful*.

(iii) changing the root. *Good* ; *better* ; *best*.

I

The following adjectives usually form the comparative by adding *-er* and the superlative by adding *-est*.

(a) Adjectives of one syllable (= sound).

| Positive | Comparative | Superlative |
|----------|-------------|-------------|
| wise | wiser | wisest |
| long | longer | longest |
| sweet | sweeter | sweetest |

(b) Adjectives of two syllables ending with *-le*, *-y*,*-er*, *-ow*.

| | | |
|----------|------------|-------------|
| noble | nobler | noblest |
| gentle | gentler | gentlest |
| easy | easier | easiest |
| friendly | friendlier | friendliest |
| clever | cleverer | cleverest |
| tender | tenderer | tenderest |
| narrow | narrower | narrowest |
| shallow | shallower | shallowest |

(c) Some, but not all, adjectives of two syllables with the accent on the second syllable.

| | | |
|--------|---------|----------|
| polite | politer | politest |
| severe | severer | severest |

(d) Some other two-syllabled adjectives in common use, such as

| | | |
|--------|----------|-----------|
| quiet | quieter | quietest |
| common | commoner | commonest |
| cruel | crueller | cruellest |

II

Other adjectives, except those in III, form the comparative and superlative with *more* —, *most* —.

| <i>Positive</i> | <i>Comparative</i> | <i>Superlative</i> |
|-----------------|--------------------|--------------------|
| difficult | more difficult | most difficult |
| determined | more determined | most determined |

III

| <i>Positive</i> | <i>Comparative</i> | <i>Superlative</i> |
|-------------------------|--------------------|--------------------|
| well (= in good health) | better | |
| ill (= in bad health) | worse | |
| good | better | best |

| <i>Positive</i> | <i>Comparative</i> | <i>Superlative</i> |
|-----------------|--------------------|--------------------|
| bad | worse | worst |
| much | more | most |
| many | more | most |
| little | less | least |

EXERCISE

Give the comparative and superlative of :

(a) lazy. (b) kind. (c) narrow. (d) strong.
 (e) beautiful. (f) many. (g) happy.
 (h) bad. (i) surprised. (j) dirty. (k)
 simple. (l) little. (m) terrible. (n) miser-
 able. (o) quiet.

CHAPTER XI

SECTION A

Active and Passive Voice (2)

When to use the passive.

Use the passive only when it makes a better sentence than the active. For example, if it is difficult to find a good subject for the active verb, or if the active subject is not important, use the passive and omit the active subject altogether. In the example given before :

Active. People make shirts of cotton,

Passive. Shirts are made of cotton, the passive is better, because the active subject *people* is unnecessary. Everybody knows that shirts are *made by people*.

In the same way, we may avoid the use of *I* in composition by using the passive. Instead of :

I know that . . ., we may say,

It is known that . . .

EXERCISES

1. Which of the following are better ?

- (a) I threw a stone at the window.
- (b) A stone was thrown at the window by me.
- (c) People make bottles of glass.
- (d) Bottles are made of glass.
- (e) The builder built the house of stone.
- (f) The house was built of stone.
- (g) He will visit me tomorrow.
- (h) I shall be visited by him tomorrow.

- (i) I met a man who was eating apples.
- (j) A man by whom apples were being eaten was met by me.

2. Put the following into the passive if you think that it will make them better. If you do not think so, leave them alone.

- (a) Ali gave a cry of fear.
- (b) People can preserve any kind of food.
- (c) We ought to kill all flies.
- (d) Zaki has neglected his work lately.
- (e) Tom wears his coat all day.
- (f) Men drive trains very slowly along this part of the line.
- (g) Bakers bake our bread during the night.
- (h) Inspectors inspect this school twice a year.
- (i) You have been eating oranges.
- (j) In the future people will use machinery more.

SECTION B

There is and There are

There is, there are, there was, there were, there will be, there has been, there have been, there had been.

In these expressions, *there* does not mean *in that place*.

The following sentences are good ones :

Examples. *There are twenty pupils here.*

There will be a holiday tomorrow.

There are some books in this desk.

There = in that place may appear in the same sentence.

Example. *There are many wild animals there.*

There was, there will be, and there has been may be used instead of the verbs *happen, take place*.

Examples. An accident *may happen*.

There may be an accident.

But not An accident *may be*.

There is not the real subject ; it is only a temporary (a subject which takes the place of the real subject) subject. The verb must agree with the real subject which follows.

Examples. There *is a man* at the door.

There *are a man and a woman* at the door.

EXERCISE

1. Rewrite the sentences, using *there is, there are, etc.*

- (a) A man is waiting outside.
- (b) Two policemen are here.
- (c) A flood has taken place.
- (d) Aeroplanes did not exist at that time.
- (e) No rain fell all that summer.
- (f) Two accidents have happened.
- (g) Some people think that the earth is flat.
- (h) A blackboard is in this room.
- (i) We shall have a holiday soon.
- (j) Many wars have happened in the last hundred years.

SECTION C

Degrees of Comparison (2)

ADVERBS

The comparative and superlative of most adverbs are formed with *more —, most —*.

| Positive | Comparative | Superlative |
|----------|--------------|--------------|
| quickly | more quickly | most quickly |

The following are exceptions :

| | | |
|--------|---------|----------|
| well | better | best |
| badly | worse | worst |
| much | more | most |
| little | less | least |
| soon | sooner | soonest |
| fast | faster | fastest |
| hard | harder | hardest |
| tight | tighter | tightest |

The comparative degree is used to compare two things or two groups of things.

Examples. A tree is *taller than* a flower.

He ran *more quickly than* she did.

These books are *heavier than* those.

The comparative is always followed by *than*, written or understood.

Examples. Ali is *cleverer than* Ahmed.

Ahmed is clever. Ali is *cleverer (= than Ahmed)*.

Do not use *than* unless there is a comparative before it, except in the phrases *other than, rather than*.

Examples. I have no *other* clothes than these.
He would *rather* die than fail.

Than is a conjunction, not a preposition.

Examples. He is fatter than *I* = He is fatter than *I am*.

They can write more quickly than *we* (= *can*).

It hurts him more than *me* = It hurts him more than *it hurts me*.

What is the difference in meaning between the following?

My brother likes Ali better than I.

My brother likes Ali better than me.

The superlative is used to compare more than two things or groups.

Examples. These are the *hardest* problems of all.
Zaki is the *cleverest* of the three boys.

EXERCISES

1. Choose the right word, or put suitable words in the spaces.

(a) He will do better than (I, me) in the examination.

(b) I like reading better than (she, her).

(c) All the boys are energetic, but Mostafa is —.

(d) Fuad and Ali are both lazy, but Fuad is — —.

(e) We are learning English more quickly than (they, them).

2. Give the comparative and superlative of *well*, *happy*, *tired*; and the opposites of *uglier*, *deepest*.

3. Change into the passive :

- (a) An ignorant man wrote this letter.
- (b) His friends found him by the roadside.
- (c) The police questioned him.
- (d) The police were questioning him.
- (e) They should have finished their work earlier.
- (f) His appearance astonished his friends.
- (g) Everyone will like these apples.
- (h) The Government has built many hospitals.
- (i) A rich man keeps many servants.
- (j) People have seen a ghost in this house.

4. Put the following into the active if you think that it will improve them ; if not, leave them alone.

- (a) The man who was seen by me was known by me.
- (b) Pearls cannot be made.
- (c) Shoes are made of leather.
- (d) The exercise is being written by Ali with a pen.
- (e) Two ounces of tobacco were bought by me yesterday.

PART TWO

CHAPTER I

SECTION A

The Parts of Speech

A Noun is the name of anything—*Ali, book, happiness*. A noun may be :

1. The subject of a verb.

Example. *Ali* ran quickly.

2. The object of a verb.

Example. We have some *books*.

3. The object of a preposition.

Example. He lives *in a house*.

4. Put after another noun to explain it.

Example. He visited Mr. Smith, his *uncle*.

5. Put before another noun to show possession ; in this case the possessing noun has 's.

Example. Are you *Tom's* uncle ?

Tom's = *of Tom*. *Tom's* is said to be in the possessive case.

A noun which is a subject is said to be in the subjective case ; similarly, there is an objective case. But case is of little importance for, except in the possessive, the noun does not change its form.

EXERCISE

Put a line under the nouns in the following and say what they are (subject, explaining noun, etc.):

1. *Antar*, my uncle's dog, was making a noise in the garden.
2. Every language has some difficult words.
3. The ship struck a rock in the evening.
4. Mr. Smith, the lawyer, went to the doctor to have his throat examined.
5. The headmaster's room contains a big desk.

SECTION B

The Parts of Speech

A Pronoun stands instead of a noun.

He works hard. *He* (subject) stands instead of a noun.

Look at *him*. *Him* (object) stands instead of a noun.

Notice that the subject form and the object form of this pronoun are not the same.

Give as many pronouns of this kind as you can, saying which are subjects and which are objects.

These pronouns have also a possessive case : *Mine, his, hers, its, ours, yours, theirs*.

Examples. This chair is *mine*.

You are not doing your work, but we are doing *ours*.

This (singular), *these* (plural) ; and *that* (singular), *those* (plural) are pronouns when they stand instead of a noun.

Examples. *This* is my exercise book.

Those are the houses which we bought.

But in the sentence,

That book is mine,
that is not a pronoun. Why ?

Some pronouns ask questions.

Examples. *What* are you doing?

Which of these pens is yours?

Other pronouns are called Relative Pronouns, because they relate to a noun already mentioned in the sentence.

Examples. The man *who* was here has gone.

Here is the money *which* I promised you.

Who relates to *the man*, already mentioned; *which* relates to *the money*.

Note.—The pronouns *she*, *her* and *hers* should only be used when speaking of girls, women or ships.

EXERCISE

Pick out the pronouns and put a line under them.

- (a) He wrote it very quickly.
- (b) The car which he was driving was a four-seater.
- (c) This is the book which I am reading.
- (d) The house in which they are living is ours.
- (e) Whose is this pencil?

SECTION C

Kinds of Sentences

SIMPLE SENTENCES

If a sentence has only one finite verb—that is, a verb in one of the tenses—it is a simple sentence. Verbal nouns, participles and infinitives are not finite verbs. (Infinitive = not finite.)

Example. *Being* tired of *having* no one *to talk to*, I walked about the street *looking* for one of my friends.

Being and *looking* are present participles.

Having is a verbal noun.

To talk is an infinitive.

There is only one finite verb. Which is it?

The sentence is a simple sentence because it has only one finite verb.

EXERCISES

1. Put "S" by those sentences which are simple.
 - (a) I ran after him and caught him.
 - (b) He found me in the street, looking in a shop window.
 - (c) There are some people who never profit by experience.
 - (d) Entering the room, he sat down.
 - (e) Ali is good at learning languages.
 - (f) He promised to return, but he never did.
2. Underline the nouns and put brackets round the pronouns.
 - (a) He fell off his bicycle.
 - (b) My arm hurts; I must go to the doctor.
 - (c) The brown horse likes me and I like it.
 - (d) We got lost in the forest.

CHAPTER II

SECTION A

The Parts of Speech

An Adjective goes with a noun.

Examples. *Hot* days. (What kind of days?)
Seven men. (How many men?)

Other examples of Adjectives are: *a* boy, *my* book, *that* station, *which* hat?

Adjectives are used after the following verbs to complete the sense.

| | |
|----------------------|---|
| To be | He is <i>clever</i> . They were <i>glad</i> . |
| To become | |
| To get | |
| To feel | Ali <i>felt happy</i> when he heard the news. |
| To seem | |
| To appear | |
| To look = to appear. | You <i>look</i> very <i>sad</i> today. |
| To taste | I don't like this egg; it doesn't <i>taste fresh</i> . Sea water <i>tastes salty</i> . |

Note.—To *taste* may be used with or without an object.

Examples. A. I *tasted* the food.
 B. It *tasted* sweet.

Adjectives are used with *taste* in sentences like B. Nearly all other verbs need adverbs to go with them, not adjectives.

An Adverb may go with (i) a verb, or
 (ii) an adjective, or
 (iii) another adverb.

1. It may go with a verb.

Examples. The old man *walked slowly*. (How did he *walk*?)
 The tree *fell heavily* to the ground.

2. It may go with an adjective.

Example. My father was *very angry*.

Angry is an adjective used after *was*. How angry was he? *Very angry*.

3. It may go with another adverb.

Example. The train was running *rather slowly*. *Slowly* is an adverb used to show how the train was *running*, and so it goes with the verb. How slowly was it running? *Rather* goes with the adverb *slowly*.

There are hundreds of adverbs of the first kind, but not many of kinds (2) and (3). Can you think of any others?

EXERCISE

Put brackets round the adjectives and underline the adverbs:

In the garden the rich fruit hangs heavily from the tall trees, which rise into the blue sky, moving slowly in the gentle evening breeze. Great bunches of golden dates hang far up where the leafy crown springs from the graceful trunk. The lovely date-

palm is the queen of trees, and its beauty is only equalled by its generous fruitfulness.

SECTION B

Direct and Indirect Speech (I)

You may tell someone what another man said in two ways. You may tell him the exact words used by the speaker (Direct Speech); or you may tell him in your own words what the speaker meant (Indirect Speech).

Examples.

Direct Speech.

Zaki said to me, "The water is not very cold. Come for a swim."

Indirect Speech.

Zaki told me that the water was not very cold and he asked me to go for a swim.

When changing from Indirect Speech to Direct Speech, think what the speaker's words were and write them down.

If the Indirect Speech is joined to the word of speaking (*say*, etc.) by *that*, the words spoken were a statement; if they are joined by *if*, *how*, *when*, *why* and so on, they were a question; if by *to*, they were an order (command).

Examples.

Indirect Speech.

He told me *that* he had lost his money.

Direct Speech.

He said to me, "I have lost my money."

Indirect Speech.

He told me *to* be quick, and asked me *if* I wanted to miss the train.

Direct Speech. He said to me, "Be quick. Do you want to miss the train?"

Indirect Speech. I begged him *to* lend me his bicycle, and told him *that* I would bring it back safely.

Direct Speech. I said to him, "Please lend me your bicycle. I will bring it back safely."

Notice that it is not necessary to write the word of saying again in the middle of the Direct Speech.

EXERCISE

Write the exact words of the speaker, after *I said*, *he said*, etc.

- He asked me if I lived in Basrah.
- I told the servant to clean my shoes and to bring them upstairs.
- We said that we had missed the train and begged him to excuse us.
- I asked him why he was angry and told him to be quiet.
- I told you that we were late, but you would not listen.

SECTION C

Compound Sentences

Two or more simple sentences may be joined by the following words; they then become a compound sentence. Each part of a compound sentence is of equal rank.

and
but

He came *and* went away again.
He tried hard *but* he failed.

or

either + or

nor

neither + norfor = and the
reason is
so

Two sentences may be put together by using the following words. A semicolon is usually put before the word.

yet ; still ;
however

Tom has many faults ; yet I like him.

Mr. Thinribs always ate a lot ; still he never got fat.

You deserve to be punished ; however, I'll forgive you this time.

moreover

He is dirty and lazy ; moreover, he is dishonest.

therefore

A equals B ; C is less than A ; therefore C is less than B.

EXERCISES

1. Join the following simple sentences together so as to make compound sentences. Use the word which you think most suitable to join them.

- (a) The wind was cold. I felt warm.
- (b) He asked me to forgive him. I did.
- (c) He did not come. He did not send an excuse.
- (d) That poor man cannot see. He cannot hear.

- (e) I have known him for many years. I have never liked him.
- (f) I don't know. I don't care.
- (g) The Gold Coast is hot and damp. It is unhealthy.
- (h) I did not know him. I had never seen him before.
- (i) He married Mary, his distant cousin. She made him very happy.
- (j) We want a holiday in the mountains. We shall go to Switzerland.

2. Give five verbs that are followed by adjectives, and write a compound sentence using each.

CHAPTER III

SECTION A

The Parts of Speech

The Verb. A Transitive verb is a verb which takes an object.

Example. The dog *killed* the cat.

An Intransitive verb is one which has no object.

Example. He *came* here yesterday.

A Preposition takes an object, which is a noun or pronoun.

Example. *In* the house ; *on* the wall ; *near* me.

An Interjection is an exclamation, or cry which shows the feelings.

Examples. *Dear me ! Hurrah ! By Jove !*

EXERCISE

Say what part of speech each word is in the following :

- (a) It was in the middle of the room.
- (b) Look at the blue sky.
- (c) Dear me ! I have lost all my money.
- (d) Four fat cows were walking slowly along the dusty road.
- (e) Hurrah ! I am going away for a holiday tomorrow.

A Conjunction is a joining word ; it joins two words, or two phrases, or two clauses. (See Part II, Chapter XII, Section B.)

Examples. A man *and* a boy entered the room.

Zaki is a clever *but* lazy boy.

It is in the room *and* near my arm-chair.

The sun went down *and* the stars came out.

Note.—The word *than* is a conjunction, not a preposition.

Example. He is stronger *than* I = He is stronger *than* I am.

There are only eight parts of speech in English. What are they ?

EXERCISE

Put square brackets [] round the conjunctions, and round ones () round the prepositions :

- (a) When I heard the news, I was filled with joy.
- (b) He translated from Arabic into English, so he made many mistakes.
- (c) He is stronger than I, although he is younger.
- (d) Mary has not been to my house since her return.
- (e) Tom worked hard for a year, but he did not get into the university.

SECTION B

Direct and Indirect Speech (2)

When we change from Direct Speech to Indirect Speech, certain changes may be necessary :

- i. If *says*, *etc.*, are used, few changes need be made, for the present tense shows that we are probably in the same place as the speaker ; and the time

when we speak is about the same as when he spoke. The only changes usually necessary are in the pronouns and the persons (not the tenses) of the verbs.

Examples. He says, "I am coming."
He says that he is coming.

2. But if a past tense is used (*he said*, etc.) this shows that we are probably in a different place, and the time when we speak is later. This may cause a lot of changes. Here are some :

| DIRECT SPEECH | becomes | INDIRECT SPEECH |
|-------------------|---------|---------------------|
| now | | then |
| this, these | | that, those |
| here | | there |
| today | | that day |
| tomorrow | | the next day |
| yesterday | | the day before |
| tomorrow night | | the following night |
| yesterday morning | | the morning before |
| come | | go |

and so on. All these changes, and others that are necessary, can be thought out by remembering the meaning.

After the past tense *said*, etc., a present tense is changed to past ; and a past tense to past perfect.

| know | becomes | knew |
|------|-------------|-----------|
| knew | | had known |
| will | | would |
| may | <i>etc.</i> | might |

would, could and *might* are not changed.

Examples : He said, "I *would* do it if I *could*."
He said that he *would* do it if he *could*.

Should is not changed if it means duty. Otherwise *I should* becomes *he would*, etc.

For the past tense of *must* when needed, see Part I, Chapter VIII, Section A.

THE STATEMENT

When changing a direct statement into an indirect statement, use the conjunction *that*. *Say* remains as *say*, but *say to* usually becomes *tell*.

Examples.

Direct Speech. He said, "I am going to the cinema tomorrow evening."

Indirect Speech. He said that he was going to the cinema the next evening.

Direct Speech. He *says to* me, "I will do it if I can, but it is difficult."

Indirect Speech. He *tells me that* he will do it if he can, but *that* it is difficult.

EXERCISE

Put into indirect speech.

- He said to me, "You are looking much better."
- I said to him, "Your car has been stolen."
- He says, "The river is rising early this year."
- The boy said to his father, "I am going to the cinema tomorrow night."
- The workmen said, "These stones, which are lying by the side of the road, are very hard to break."

SECTION C

Kinds of Sentences

Complex Sentences

When two sentences are joined together in such a way that one of them (the Principal Clause) is more important in the sentence than the other (the Subordinate Clause), the sentence is called complex.

Examples. (Subordinate Clause) When the sun sets / I shall go home (Principal Clause).

(Principal Clause) I like the chair / which you have bought (Subordinate Clause).

Notice that if you say the subordinate clause alone, it does not give a complete meaning.

There are three kinds of subordinate clauses which may be used to make complex sentences.

Noun Clauses do the work of nouns (subjects or objects).

Adjectival
(= Relative)
Clauses do the work of adjectives.

Adverbial
Clauses do the work of adverbs.

Examine the following sentence :

He left the house early / and went to the market / because he wanted to buy some meat.

This sentence starts with two principal clauses ; it also has a subordinate clause beginning with *because*. Such a sentence is called compound-complex.

Subordinate Clauses

NOUN CLAUSES

1. A noun clause, like a noun, may be the subject of a verb. Compare :

(a) *Our success* is certain.

(b) *That we shall succeed* is certain.

In (a), the noun *success* is the subject of the verb *is*.

In (b), *That we shall succeed* is a clause, because it contains the finite verb (= tense) *shall succeed*. This clause is the subject of the verb *is*. Therefore it is a noun clause.

2. A noun clause may be the object of a verb. Indirect speech provides many examples.

He said *that he would go*.

I asked him *why he had done that*.

I know *when he will come*.

EXERCISE

Underline the noun clauses.

(a) Explain how you did it.

(b) I shall tell him that I am sorry.

(c) Can you hear what I am saying ?

(d) What he said surprised us all.

(e) Do you think that the prisoners will escape ?

(f) Do you believe that he will come ?

(g) The barber said that the tailor was a thief.

(h) I do not know what the answer is.

(i) I shall ask what he has been doing.

(j) He decided that he would have to go away.

CHAPTER IV

SECTION A

English Idiom

People who translate exactly from other languages into English make many mistakes. The sections entitled English Idiom deal with matters that cause difficulty to foreign students.

NOUNS

Many abstract nouns are not used in the plural. Do not use the following nouns in the plural, and do not use *a* or *an* with them either.

knowledge; permission; advice; harm; conduct; news. The following nouns are not abstract, but they, too, should be used only in the singular.

dirt; dust; scenery; money; furniture; machinery. To give a plural meaning, we may say such things as :

Branches of knowledge; pieces of advice, or news; kinds or bits of dirt; grains of dust; kinds of scenery; articles or pieces of furniture; pieces of machinery.

Work is usually singular. *Works* means (a) a factory, and is singular; (b) the writings of an author (*Example. The works of Shakespeare*); (c) large undertakings (*Example. The Ministry of Public Works*).

Science is usually singular. *Sciences* means various branches of science.

Character means qualities. *Characters* means : (a) the letters of an alphabet (= a, b, c, etc.) (*Example. The news was printed in large characters*); (b) the persons in a book or play (*Example. Brutus and Cassius are characters in Shakespeare's play, "Julius Cæsar"*).

EXERCISE

Look at the following sentences, and if you find any mistakes, correct them.

- (a) We come to school to get knowledges.
- (b) The bad news is true.
- (c) I have many money in my pocket.
- (d) My brother is buying much new furniture for his house.
- (e) There were many dirties on the floor.
- (f) The scenery of Switzerland is very beautiful.
- (g) His father gave him a permission to go to the cinema.
- (h) Zaki's conducts are very bad; he has bad characters.
- (i) I gave him some good advice.
- (j) The cotton worm does many harms to the cotton.

SECTION B

Direct and Indirect Speech (3)

The Indirect Question.

To change a question from direct to indirect speech, change *say* to *ask*. If the direct question begins with a question word such as *How?* *Why?* *When?* *What?* etc., no other joining word is needed. But if the question begins with a verb,

use the conjunction *if* or *whether*. Put the subject of the indirect question before the verb.

Examples.

Direct Speech. Ali said to me, "Why are you running?"

Indirect Speech. Ali *asked me why I was running.*

Direct Speech. Zaki says to you, "Do you like apples?"

Indirect Speech. Zaki *asks you if you like apples.*

The Indirect Command.

The verb of saying is changed into one of the following, depending on the way in which the words were said.

| | |
|---------|-------------------------------------|
| command | (like an officer in the army) |
| order | (severe; for example, to a servant) |
| tell | (the usual word) |
| ask | (polite) |
| beg | (very polite) |

The verb of the direct command is changed to the infinitive after *to*.

Examples.

Direct Speech. The officer said to his men, "March better."

Indirect Speech. The officer *commanded his men to march better.*

Direct Speech. I said to Zaki, "Hurry up."

Indirect Speech. I *told Zaki to hurry up.*

Direct Speech. He said to his uncle, "Please give me £1."

Indirect Speech. He *begged his uncle to give him £1.*

Direct Speech. I said to him, "Do not eat that."

Indirect Speech. I *told him not to eat that.*

EXERCISE

Put into indirect speech.

- (a) The officer said to the soldiers, "Capture that hill in front of you."
- (b) He says to you, "I shall see you tomorrow."
- (c) Zaki said to Ali, "Did you see the accident yesterday?"
- (d) His father said, "I will give you five pounds if you pass your examination."
- (e) Ahmed said to his father, "Please let me go to Kuwait."
- (f) I said, "This is the house that Jack built."
- (g) "Whose is this book?" said Zaki to me.
- (h) Omar said to his brother, "These are the books which I am going to read this morning."
- (i) Ali said to me yesterday, "Come and see me tomorrow."
- (j) "We shall finish this work tomorrow evening," said the workmen.

SECTION C

Subordinate Clauses

RELATIVE OR ADJECTIVAL CLAUSES

A Relative or Adjectival Clause goes with a noun to tell us something about it, just as an adjective does.

- (a) A *fat* man walks slowly.
- (b) A man *who is fat* walks slowly.

The clause *who is fat* takes the place of the adjective *fat*.

THE RELATIVE PRONOUNS

In the above example, the pronoun *who* stands near *man*, and so it means *the man*.

Who (subject) and *whom* (object) are used for persons, singular or plural.

Example. The boy *whom* you met is coming to tea.

Why is *whom* used here, and not *who*?

Whose is used for *of whom*.

Example. The man *whose* car was stolen is very angry.

Whose car means *The man's car*.

Which, subject or object, singular or plural, is used for things.

Example. This is the town in *which* I live.

That may be used for persons or things, but not after a preposition.

Example. This is the house *that* Jack built.

That must be used instead of *which* after (a) the word *all*.

Example. I gave him *all* the money *that* I had. And after (b) a superlative (*most*, *best*, *longest*, etc.).

Example. It is the *hottest* day *that* I remember. It is usually used in these cases for persons too, instead of *who*, *whom*.

When the relative pronoun is the object of the verb or preposition in its clause, it may often be omitted.

Examples. That is the man (*whom*) I saw yesterday.

This is the house (*which*) I live in. I gave him all the money (*that*) I had.

EXERCISES

1. Choose the correct relative pronoun.

- (a) The police caught the thieves (*whom*, *who*) stole the car.
- (b) The men (*who*, *whom*) the police caught had stolen the car.
- (c) He is the tallest man (*who*, *whom*, *that*) I have ever seen.
- (d) He has lost the pen (*whom*, *which*) he bought.
- (e) All the trees (*which*, *that*) were in the garden have been cut down.

2. In which of these sentences can you omit the relative pronoun?

Instead of—

reason for which we usually say reason why
time at which " " " time when
place at which " " " place where

Examples. That is the reason for which he did it.

Better : That is the *reason why* he did it.

Come and see me at a time at which
I am free.

Better : Come and see me at a *time when* I am
free.

We went to the place at which the
accident happened.

Better : We went to the *place where* the
accident happened.

When and *where* may be used in this way for any places and times.

Examples. We are going to Kut, *where* Zaki lives.

Come at ten o'clock, *when* I may be able to see you.

Whose may be used for things (= *of which*).

Example. We live in a house *whose* walls are thick.

After the words *same* and *such*, use the relative *as*.

Examples. I read the *same* book *as* he did.

Such words *as* you have spoken make me angry.

EXERCISES

1. Give five nouns that are never used in the plural.
Write a sentence using each.

2. Write compound sentences using the following words :

- (a) science (b) characters (c) works
- (d) work (e) feel

3. Put into indirect speech.

(a) He said to me, " You must apologise for what you have done."

(b) I said to him, " Will you lend me your tools tomorrow night ? "

(c) The captain said to his men, " Pull hard on your oars."

(d) I said to the servant, " Do not open this drawer."

(e) He says, " I cannot find an envelope for this letter."

(f) He said to his father, " Please give me a basin of soup."

(g) I said to her, " Will you bring me a bunch of flowers tomorrow ? "

(h) The officer said, " What have you been doing here ? "

(i) Ali said to me, " Zaki went to hospital last week."

(j) " This is a good pool to bathe in," said I.

CHAPTER V

SECTION A

English Idiom. Nouns used as adjectives

Two nouns are often put together; the first shows the material of which the article is made.

Examples.

| | | |
|-----------------|---------------|------------------|
| a gold watch | a glass eye | a steel knife |
| a silver pencil | a stone house | a copper coin |
| a lead roof | a brass chest | a brick building |
| an iron pot | a bone handle | cotton stockings |

In English, apostrophe s ('s) is generally used for living things only. To avoid saying *the school's gate*, we say *the gate of the school*; and to shorten this, an Englishman usually says *the school gate*.

Examples.

| | | |
|-----------------|----------------|-----------------|
| a door key | a family hotel | a house servant |
| a street corner | church bells | a watch glass |
| a kitchen door | a clock tower | the garden path |

The first noun may show the purpose for which the article is used. It may be a verbal noun; that is, a noun made from a verb by adding “-ing.” A hyphen (-) is generally used to join the two words.

Example. A paper-knife = a knife for cutting paper.

| | | |
|-----------------|--------------------|-----------------|
| a walking-stick | a football-field | a swimming-bath |
| a dining-hall | a drawing-room | a sitting-room |
| a sleeping-suit | the geography-room | a writing-desk |
| a looking-glass | an eye-shade | a hen-house |

Many other nouns are used as adjectives. The noun so used is nearly always singular.

Examples.

winter weather summer weather summer clothes
spring flowers the evening news a morning paper
an eight-hour day

When two nouns are often spoken together people get into the habit of saying them as if they were one word; then they are written and printed with a hyphen (-). After a time they are written as one word. The following are now spoken and written as one word, with the accent on the first part.

warship; bedroom; playground; schoolboy;
doorkeeper; schoolmaster; housewife; airfield;
penknife; battleship.

EXERCISE

The following sentences are all good ones, but they may be shortened. Shorten them without changing the meaning.

- (a) He gave me a stick to walk with.
- (b) We stayed at an hotel for families.
- (c) They cooked in pots made of iron.
- (d) The gate of the school is shut at eight.
- (e) Ali is the man who keeps the door.
- (f) This is the field where we play football.
- (g) Here is the room where we dine.
- (h) Sarkis wants to work as a servant in our house.
- (i) I am going to get out the clothes I wear in winter.
- (j) He carries the goods on a cart drawn by a donkey.
- (k) They went for a holiday by the shore of the sea.

- (l) She was waiting for me at the corner of the street.
- (m) A chair with arms is very comfortable.
- (n) He put on the shoes he uses for tennis.

SECTION B

Direct and Indirect Speech (4)

A speaker often says several sentences together. If they are not long, they may be joined together in indirect speech by *and*. If the sentences are of the same kind (for example, two questions), it is not necessary to repeat the saying word (*asked*, *etc.*) ; but the conjunction (*if*, *why*, *etc.*) must be put in.

If the sentences are different in kind (for example, a question and a command), each of them must begin with its correct saying word. The following are examples :

Two statements.

Fuad said to me, "My bicycle is broken. I can't ride it."

Fuad told me *that* his bicycle was broken *and that* he could not ride it.

Two questions.

My father said, "Why are you late? Did you miss the train?"

My father asked *why* I was late *and if I had missed the train.*

Two commands.

He said, "Go outside. Wait in the passage." He told me to go outside and to wait in the passage.

Question and statement.

Tom said, "When will you come? I shall be ready at any time."

Tom *asked when* I should come *and said that* he would be ready at any time.

Command and question.

Zenab said to Naima, "Be quiet. Why are you so noisy?"

Zenab *told Naima to be quiet and asked why* she was so noisy.

Statement and command.

I said to him, "I am very angry with you. Go away."

I *said that* I was very angry with him *and told him to go away.*

If more than two sentences were spoken, it is best to join the first two and then to begin again after putting a full stop.

If the first sentence after the full stop is a statement, it is not necessary to write *He said that*, because it is understood. But if it is a question or a command, the correct saying word must be written.

He said, "I feel very ill. May I go home? I cannot do any more work."

He said that he felt very ill and asked if he might go home. (He said that) He could not do any more work.

Ali said to me, "This man is blind. Will you help him? Please do your best for him."

Ali told me that that man was blind and asked if I would help him. He *begged me to do my best for him.*

EXERCISE

Put into indirect speech.

- (a) I said to my servant, "Go and buy some meat. Do not be long."
- (b) "What is the matter?" said Zaki to me. "Are you ill?"
- (c) They say, "We are tired this morning. We need some rest."
- (d) Ahmed said to Fuad, "Please lend me this pencil. I have lost mine. Have you another for yourself?"
- (e) I said to him, "Do not forget to post these letters. They must go today. If you do not remember, I shall be very angry."

SECTION C

Subordinate Adverbial Clauses (I)

Clauses of Purpose.

The usual conjunctions are *in order that* and *so that*.

If the principal verb is present or future, *in order that* or *so that* is followed by *may*.

If it is past, *might* is used.

Examples. He is *going* to Mosul so that he *may* see his brother.

He *went* to Mosul so that he *might* see his brother.

Lest = *in order that* + *not*; it is usually followed by *should*.

Example. He is wearing a thick coat *lest he should* catch cold.

(*Note.*—*Lest* is used in other clauses. After verbs expressing fear and anxiety, *lest* simply means *that*.

Examples. I fear lest he may die.

I am anxious lest you should lose your way.)

EXERCISES

Complete the following by adding a clause.

- (a) I sent Zaki to the market in order . . .
- (b) Fathers send their sons to school so . . .
- (c) We hurried lest . . .
- (d) He says that he will work all night in order . . .
- (e) Throw the ball gently so . . .

2. Write complex sentences, each including a purpose clause, using the following :

| | | |
|-------------|-------------------|----------------|
| (a) a gold | (d) her looking- | (h) the school |
| watch | glass | garden |
| (b) my door | (e) the kitchen | (i) a paper |
| key | window | parcel |
| (c) copper | (f) a silk ribbon | (j) vegetable |
| coins | (g) the club | soup |
| | | servants |

3. Put into indirect speech :

- (a) He said to me, "Why do you want to wait? You ought to repay the money at once."
- (b) The officer said to his men, "I congratulate you all. You are very smart."
- (c) I said to the servant, "Wipe the cups. Use this towel."
- (d) "Can you pay for it?" said I. "It is very dear."
- (e) "Yesterday evening," said he, "I met Ali. He has bought a new car."

- (f) The farmer said, "I shall plough this field tonight. I shall leave the other one until tomorrow."
- (g) "Stop!" cried the passenger to the driver. "I want to get out."
- (h) I said to him, "Why don't you answer? Can you not speak?"
- (i) "What are you doing?" he cried. "Don't touch that shell. It might go off!"
- (j) She said to her aunt, "Please let me go and stay in Beirut. Don't you think that it will do me good? I am sure it will."

CHAPTER VI

SECTION A

English Idiom. Adjectives

1. Many English adjectives are used with "the" as nouns. They are plural in meaning, not singular, when they refer to people.

Examples. The poor = poor men.

The rich should help *the poor*.

Red Cross cars brought *the wounded* from the battlefield.

The doctors attended to *the living*; they did not waste their time on *the dead*.

2. The infinitive is often used after *the first* and *the last*.

Example. He was *the first to begin* and *the last to finish*.

3. Some adjectives are not put before nouns. They are :

ill; well; afraid; alive; near; far; alike.

Other adjectives with the same meaning are used in front of nouns :

sick people; healthy persons; frightened women; living things; a near-by, or a neighbouring, town; a far-off, or a distant, land; similar things.

4. *Worth* is an adjective, not a verb.

Example. This car is *worth* a hundred pounds.

5. *Near* and *like* are adjectives used as prepositions ; i.e. they are followed by nouns in the objective case. *Alike* is an adjective.

Examples. He is *near me*, or He is *near to me*.
His son is *like him*.
These two books are *alike*. They look *alike*.

6. *Hard* is an adjective ; it is also an adverb.

Examples. He works *hard*.
They fought *hard*.

7. Adjectives, not adverbs, are used after some verbs.

Examples. I *feel* ill ; the boy *got* better ; the music *sounds* pleasant ; the food *tasted* bad ; they *became* well (= healthy) again.

8. *Dangerous* is the adjective from *danger*.

Example. This is *dangerous* work.

9. Students should learn to use the infinitive after adjectives.

Examples. I was *sorry to hear* the bad news.
I shall be *glad to see* you.
It is *true to say* ...

10. The right preposition must be used after adjectives. Notice the following :

I was *pleased with* his work.

He was *angry with* me.

The dog was *afraid of* the cat.

That is *enough for* me.

It is *easy (difficult) for* you to do that.

This is *similar to* that.
The house is *near to* the river.

I am *sorry for* you.
That is *different from* this.

He is *ready for* his dinner.

11. Many adjectives are formed from nouns.

Examples. silky hair = hair like silk.
golden hair = hair the colour of gold.
a stony road ; an airy room ; a windy street ;
a glassy surface.

12. *Lazy* does not mean *stupid*.

Examples. Some clever boys are very lazy.

EXERCISE

Correct any mistakes you may find ; there are twelve of them.

- (a) He is rich and should help the poors.
- (b) Why are you angry from me ? *with*
- (c) It is very danger for a child to play near from the river.
- (d) My father keeps two houses servants.
- (e) I frightened from the lion.
- (f) Those goods are different than those which you sent them before.
- (g) My brother is like I am.
- (h) Some of the soldiers were wounded and some were deads.
- (i) I was sorry from hearing the sad news.
- (j) He fought hard against his enemies.

SECTION B

The Participles

Participles are parts of the verb which do the work of adjectives. Therefore they always go with nouns or pronouns. The two most important are the present participle and the past participle.

The present participle ends with *-ing* (*coming*, *working*). Its meaning is active. Compare :

Example. A *bright* star.

A *shining* star (= a star which is *shining*—active).

The *leaning* tower of Pisa is famous.
He heard some *astonishing* news.

EXERCISE

Make short sentences using these phrases :

- (a) A *blazing* fire.
- (b) *Boiling* water.
- (c) The *burning* sun.
- (d) *Singing* birds.
- (e) A *confusing* problem.

The present participle may also be used after the verb *to be* to make the continuous tenses of other verbs.

Example. The sun *was shining* in the sky.

But even after the verb *to be* the present participle may be a pure adjective.

Example. He is *lying* down on the bed.

This usually means that he is on the bed, and not that he is getting on to the bed.

He is standing up may mean that he is now straightening his legs as he rises; but it usually means that he is in the standing position already.

EXERCISE

Verb

increase
climb

Noun

heat
news

| Verb | Noun |
|-----------|-------|
| move | plant |
| encourage | train |
| fall | girl |
| faint | rain |

Choose a verb and make its present participle; then choose a suitable noun to go with it and make a sentence containing them.

Example. The increasing heat made the journey unpleasant.

These verbal adjectives are not always put before the noun or pronoun they go with; but in all cases it must be quite clear which is the noun they describe.

Example. I saw a book *lying* on the table.
(What was *lying*?)

I heard *him telephoning*.

Walking along the road, I saw an accident.

In the last example, what word does *walking* describe?

Do not write sentences like this :

Walking along the road, an accident happened.

What is wrong with it ?

EXERCISE

Change the following complex sentences into simple ones :

- (a) I watched the girls while they were playing tennis.
- (b) I found a man who was lying by the roadside.

- (c) While he was going home he met his father.
- (d) He painted a picture of a child that was laughing.
- (e) Do not disturb dogs that are sleeping.
- (f) I stood watching a bird that was feeding its young.
- (g) It is foolish to jump off a bus while it is moving.
- (h) When I was going along the road, I saw an elephant.
- (i) I saw an elephant which was going along the road.
- (j) As soon as I entered the room, I sat down.

SECTION C

Subordinate Adverbial Clauses (2)

Time Clauses (Temporal Clauses) begin with the following conjunctions:

| | | |
|-------------|--------|-------|
| when | after | while |
| until, till | before | since |
| as soon as | | |

In time clauses, the tense of the verb depends on the meaning, but the present tense is used instead of the future tense.

Examples. I shall wait until you *come*.
 He will see you before you *go* tomorrow.
 I did it as soon as I *could*.

When using *after* and *before* and writing about the past time, the past perfect may be used for the first action and the past tense for the second, as usual.

Examples. After I *had finished* my work, I *went* out.
 I *had written* it before you *spoke*.

But often two past tenses are used, because the meaning is clear from the words *after* and *before*.

Examples. After I *finished* my work, I *went* out.
 I *wrote* it before you *spoke*.

The present perfect may also describe future time in these clauses.

Examples. I will help you after I *have finished* this.
 He is going home as soon as he *has done* the work.

While is usually followed by the present continuous or the past continuous.

Examples. Do not make a noise *while he is working*.
 He interrupted me *while I was speaking*.

But if the two actions continue for the same length of time, the continuous is not used.

Examples. He bathed while I sat in the sunshine (= He bathed and I sat for the same length of time).
 He will bathe *while I sit* in the sunshine.

Since may be followed by the past tense or the present perfect, according to the meaning (see tenses). But the tense of the principal clause is usually present perfect.

Examples. *I have never seen* him since he went away.

I have never seen him since he has lived in Bahrein.

The same tense is used with the preposition *since* in a simple sentence.

Example. *I have not seen* him since Friday.

EXERCISES

1. Make sentences using the following guide words ; the sentences should describe something in the future.

- (a) When Tom (finish) (go) home.
- (b) I (wait) until clock (strike) six.
- (c) As soon as I (have) enough money I (visit) you.
- (d) Ali (go) to bed after he (have) his supper.
- (e) While you (work) I (read) a book.

Let the following sentences describe something in the past.

- (f) Ali (go to bed) after he (have) his supper.
- (g) While she (walk) through the fields she (see) a fox.
- (h) They (hurry) to the seaside as soon as summer (come).
- (i) When I (hear) the bad news I (go) to visit him.
- (j) We (wait) until the war (end).

2. Make the following into simple sentences.

- (a) We must look after people who are ill.
- (b) Horses which are afraid are dangerous.
- (c) I am going to live in a village which is near.
- (d) He has set out for a country which is far away.
- (e) They are doing work which is full of danger.

3. Join the following into simple sentences.

- (a) I saw an ox. It was standing in the field.
- (b) I waited at the station. I studied the time-table.
- (c) We heard an inspector. He was saying that.
- (d) They dug a hole in the garden. They used spades.
- (e) He climbed the flag-post. Then he nailed the flag to it.

4. Complete the following by adding a suitable clause.

- (a) The bird spread its wings in order ...
- (b) I dressed myself after ...
- (c) While they were robbing the bank ...
- (d) Since he recovered ...
- (e) While he rode a horse ...
- (f) He always wears a hat lest ...
- (g) As soon as you provide me with the necessary money ...
- (h) Since he died ...
- (i) First of all, I shall go to see the film so that ...
- (j) Before I fell asleep ...

5. Join the following into complex sentences.

- (a) He told me the answer to the problem. Then I forgot it.
- (b) He put on two coats. He was afraid that he might be cold.
- (c) First he ploughed the field. Then he went home.
- (d) The driver beat the horse. Ali told me so.
- (e) He stole the watch. He denied this.

CHAPTER VII

SECTION A

English Idiom. Verbs (I)

Students often use one verb when they ought to use another. They give foreign meanings to English verbs. They wrongly put intransitive verbs into the passive. The following verbs should be studied.

(a) agree and accept.

Agree should be followed by a verb in the infinitive or by a noun with *to* ; *accept* by a noun.

I agree to come with you.

He agreed to my suggestion.

He accepted my invitation.

I accept your offer.

(b) bring and fetch.

Bring = *come with* ; *fetch* = *go and come back with*.

When you come, *bring* your books.

Fetch some chalk.

Fetch does not mean *search for*, *look for*.

(c) consist of ; is composed of ; contain.

Consist cannot be put into the passive. *Contain* is a transitive verb and is not followed by a preposition.

Water *consists of* oxygen and hydrogen.

Water *is composed of* oxygen and hydrogen.

Water *contains* oxygen.

My desk *contains* books, but it *consists of* wood.

(d) drown and sink.

Only living things *drown* and are *drowned*. Ships and fields are not *drowned*.

I sank twice to the bottom of the river, but I *was not drowned*.

(e) know and learn.

Learn means *to find out for the first time*.

I have learned many things from this book.

(f) like and should like.

I like going to the cinema ; *I like to go to the cinema* are simple statements.

I should like to go . . . is a wish.

Would you like to go ? may be an invitation ; or it may mean *Do you wish to go ?*

Do you like going ? is not an invitation ; nor does it mean *Do you wish to go ?*

(g) manage and succeed.

These mean the same but are used differently.

He managed to escape.

He succeeded in escaping.

(h) take and receive.

Take often means *steal*. Do not say *I took six marks*, but *I got six marks* or *I received six marks*.

(i) prevent and protect.

The high banks *prevented* the flood from reaching the village.

The high banks *protected* the village from (against) the flood.

(j) run and walk.

In English, only living things can *walk* ; a thing that has no legs cannot *walk*. But almost anything can *run*.

EXERCISE

The following sentences contain some common mistakes. Find them and correct them.

- (a) A train is consisted of an engine and some carriages.
- (b) The ship struck a rock and was drowned.
- (c) I have taken a permission from my father to go with you.
- (d) We know many things about our forefathers in the history lesson.
- (e) Being clean prevents us from many diseases.
- (f) This room contains on many desks.
- (g) I accept to do as you wish.
- (h) The train was walking quite slowly when I got on it.
- (i) We must bring adverbs, not adjectives, with most verbs.
- (j) He went home and fetched about his books.
- (k) "Would you like to go to the theatre ?"
"Yes, I like."

SECTION B

The Past Participle

A dictionary generally gives three parts of a verb. *go, went, gone ; bring, brought, brought ; be, was, been.*

The last word in each group is the past participle. What are the other two parts ?

The past participle is used to form certain tenses. *Questions.*

- (a) In which active tenses is it used ?
- (b) In which passive tenses is it used ?

THE PAST PARTICIPLE AS AN ADJECTIVE

The past participle is often used as an adjective. Say what is meant by the following :

a broken clock ; a puzzled student ; a half-finished house ; a wounded soldier ; unwritten laws ; educated people ; uneducated people ; a well-written exercise ; a type-written letter ; well-fed children ; badly-cooked food ; a well-taught class.

All these past participles used as adjectives have a passive meaning. Some participles are used as adjectives with an active meaning. Notice the following :

| | |
|---------------------|------------------------------------|
| a well-read man | = a man who has read many books. |
| a learned person | = one who has learnt a great deal. |
| a well-behaved boy | = one who behaves well. |
| a badly-behaved boy | = one who behaves badly. |

Similarly : a fallen tree ; an escaped prisoner ; a returned soldier ; a decayed tooth.

EXERCISE

Put the past participle of the verbs given, and say what nouns your new adjectives go with.

- (a) The (tire) farmer put on his (tear) coat.
- (b) The boy was (frighten) because he had not done his (write) exercise.
- (c) A (burn) child dreads the fire. (Proverb.)

Compound Adjectives that look like past participles.

You can make compound adjectives as follows :

Adjective + noun + ed or d.

Examples. One-eyed; grey-haired; four-legged; long-legged; round-faced; brown-skinned; blue-eyed; long-necked.

EXERCISE

Make new adjectives using an adjective from A and a noun from B. Put your new adjective with a suitable noun.

| A | B |
|--------|-------|
| white | face |
| two | wheel |
| two | leg |
| fat | cheek |
| four | foot |
| flat | top |
| white | hair |
| simple | mind |
| sharp | blade |
| thick | skin |

SECTION C

Subordinate Adverbial Clauses (3)

Clauses of Result are constructed by using *so . . . that* or *such . . . that*.

The tenses of the verbs depend on the meaning. *So* goes with an adjective standing without a noun; or with an adverb.

Examples. He is *so unhappy* *that* he cannot work.
He ran *so quickly* *that* he fell over.

Note that *unhappy*, an adjective, is used after the verb *is*; but that after the verb *ran* we use the adverb *quickly*.

When there is a noun with the adjective, use *such*.

Example. He is *such a fat man* that he cannot get through the door.

We may, however, use *so* in a sentence of this kind, but if we do, the adjective must follow *so* immediately.

Example. He is *so fat* a man that he cannot get through the door.

Clauses of Cause are made by using the conjunction *because*. The verb tenses depend on the meaning.

Examples. Zaki closed the door *because* he felt cold.

You will be tired tomorrow *because* you have walked twenty miles today.

Since and *as* sometimes mean *because*.

Examples. *As* he could not find a taxi, he walked.
Since you refuse to help me, I shall ask someone else.

EXERCISES

1. Complete the following with a suitable clause.

- I shall not go to the cinema until . . .
- Ali arrived while . . .
- He will sit in the garden after . . .
- They are such clever lawyers . . .
- They are so clever . . .
- Since he passed his examination . . .
- Ali studied Arabic while I . . .
- I will give you the letter before . . .
- The doctor cannot operate because . . .
- Since he has lived in Port Sudan . . .

Explain why we use *such* in (d), and *so* in (e).
 Explain why *passed* in (f) is past tense, but *has lived* in (j) is present perfect.

2. Choose the right word and put it in the right tense.

- (a) Last year many ships (drown, sink).
- (b) He went into the kitchen and (fetch, search) for some food
- (c) I (agree, accept) to do what he wanted.
- (d) He (learn, know) many things since last year.
- (e) Ali (take, receive) a present from his father next week.
- (f) He fell out while the train (run, walk).
- (g) I hope you (manage, succeed) to defeat your enemy.
- (h) This room (consist of, contain) many boys.
- (i) If we get behind the trees, they (prevent, protect) us from the storm.
- (j) When you come to see me (bring, fetch) your brother with you.

CHAPTER VIII

SECTION A

English Idiom. Verbs (2)

A

- put on
- get in ; get on
- set out ; begin a journey
- go to sleep ; fall asleep

B

- wear
- ride in ; ride
- travel
- sleep

A common mistake is to use a verb in list B instead of one in list A. The difference in meaning is that the verbs in list A mean beginning, but those in list B mean continuing.

(a) arrive

arrive *at* a place ; or *in* a place, if inside is meant.

(b) die

the past tense and the past participle are *died*. Remember that *dead* is an adjective. We generally use *is found*, *are found* only with things for which a search is made.

(c) to be found

this verb means *give* only when it is used ceremoniously.

(d) offer

Example. We offer thanks to God.

Usually it does not mean *give*.

Example. I offered the beggar some bread, but he refused it ; he wanted some money.

(e) provide

Our parents *provide* us *with* our needs.

(f) share

We *share* something *with* someone.

Example. *He shares a bedroom with his brother.*

(g) ride

We ride something when we sit on it and control it.

Example. *Tom rides a bicycle.*

It is a mistake to say, *Tom rode the train*. Why? *Ride* may be used as an intransitive verb, a verb that does not take an object.

Examples. *Do you wish to walk or to ride?*

Tom rode to school on his bicycle.

(h) see

Instead of saying *We see many policemen in a city*, English people say *There are many...* Do not use "I see" to mean "I think" or "I consider."

(i) recover

(a) = to obtain again.

The divers recovered all the gold from the sunken ship.
He fell ill, but later he recovered his health.

(b) = recover one's health.

He fell ill but soon recovered.
In this meaning it is intransi-

tive and cannot be put into the passive. So it would be wrong to say either *The doctor recovered the sick man* or *The sick man was recovered*.

(j) travel

This word is generally used for long journeys. It does not mean *to begin a journey*. It may mean *to move*.

Examples. *The train was travelling at sixty miles an hour.*

A motor - cyclist passed me, travelling very fast.

(k) perish

This is an intransitive verb, so it cannot be put into the passive.

Were perished is wrong.

(l) spare

(a) = do without.

Take this book. I can spare it.
We should save all the money we can spare.

(b) = give away something you can do without.

The beggar asked me to spare him a shilling.
I could not come because I could not spare the time; I was very busy.

(c) = not to hurt.

Spare me! *Spare my life!*

EXERCISE

Correct any mistakes in the following :

- (a) Teachers offer valuable services to their country.
- (b) Big schools are found in some towns.
- (c) He shares his sister in the food.
- (d) I rode the train and it travelled.
- (e) Sick people go to hospitals to be recovered.
- (f) He was ill for a long time, then he dead.
- (g) The ship drowned and all the passengers were perished.
- (h) In the morning I get up and wear my clothes.
- (i) When I am working hard, I sleep at eleven o'clock.
- (j) My father will travel tomorrow.

SECTION B

The Verbal Noun

Nouns can be made from verbs by adding *-ing* (*learning*, *reading*). These are called verbal nouns. They look the same as present participles (which are adjectives), but they do different work. Verbal nouns, like all nouns, are subjects, objects, etc.

Examples.

| | |
|-----------------------|---|
| Subject of verb | <i>Swimming</i> is good exercise. |
| Object of verb | I like <i>reading</i> . |
| Object of preposition | He was frightened <i>by the roaring</i> of the lions. |

As these words are nouns, adjectives and possessives may go with them.

Examples. *Bad writing* is difficult to read.
His writing is difficult to read.

Because they are verbal nouns, they may take an object.

Example. *Playing football* is good exercise.

We may use a possessive and an object at the same time.

Example. I am surprised at *your saying that*.

Do not use the verbal noun if there is a good noun which can take its place.

Example. *Hard work* makes me tired.
not *Hard working* makes me tired.

Look at these phrases :

A reading lamp = a lamp for reading.

A fishing rod = a rod for fishing.

A rowing boat = a boat for rowing.

A walking stick = a stick for walking.

In these phrases, the *-ing* word is a verbal noun, not a present participle. If *reading* were a present participle here, *a reading lamp* would mean *a lamp which is reading*. This would be nonsense.

EXERCISES

1. Underline the verbal nouns and put brackets round the present participles. Say how you know which is which.
 - (a) Eating apples gives me a pain.
 - (b) Running to catch the moving train, he fell down.
 - (c) This carpenter is good at making writing desks.
 - (d) He is good at shooting flying birds.
 - (e) Standing in the falling rain, I dropped my walking stick.

2. Combine each pair of sentences into one simple sentence by using verbal nouns with the prepositions in brackets. The main verb is in *italics*.

- Ali broke the window. He *was punished*. (for)
- Some boys came late. The teacher *was angry* with them. (for)
- We arrived home. We *had* our supper. (after)
- I always *say* my prayers. Then I go to bed. (before)
- She entered the room. She *saw* her husband. (on)
- You have made a mistake. I *am* surprised. (at)
- Zaki got full marks. The teacher *praised* him. (for)
- He tried to escape from prison. He *broke* his leg. (in)
- Electric lamps *are used*. They light the streets. (for)
- You believe that? I *am* amazed. (at)

SECTION C

Subordinate Adverbial Clauses (4)

In Clauses of Concession, we use

| | |
|----------|----------|
| though | however |
| although | whatever |

Example. *Although* it is a very hot day, I shall go for a walk.

However is an adverb, so it goes with (a) an adjective, or (b) another adverb, or (c) a verb. If it is with an adjective or an adverb, the two words must be put together.

- With an adjective. Use one of the verbs that are followed by adjectives (see Part II, Chapter II, Section A).

Example. *However hot it is*, I shall go for a walk.

- With an adverb. Use a verb which takes an adverb.

Example. *However quickly he runs*, he will not catch the train.

- With a verb. This is not common.

Example. *However he tries*, he will never succeed.

Whatever as a pronoun may be the subject or object of a verb.

Examples. *Whatever happens*, I shall come to meet you.

Whatever you say, I shall not listen.

As an adjective, it goes with a noun.

Example. *Whatever books* he reads, he will never learn anything.

The meanings of these sentences are :

it does not matter what happens . . . ; it does not matter what you say . . . ; it does not matter what books he reads . . .

EXERCISES

- Join the following together into complex sentences :

(a) He works very hard. He will fail in English.

(b) The water was as cold as ice. He jumped in.

(c) I read the book. It was very difficult.

(d) The discipline in the army was very bad. They won the battle.

(e) I have hurt my wrist. I can write the letter.

2. Join each of the following into a complex sentence in two ways ; first using *although*, and secondly using *however* or *whatever*.

- (a) Zaki ate a lot of food. He never got fat.
- (b) He is very ill. He is going to get up.
- (c) He does all he can. Nobody notices his work.
- (d) I tried very hard. I could not do the problem.
- (e) Tom spoke very humorously. No one laughed.

3. Make five sentences using the word *although*.

4. Complete the following with a suitable clause :

- (a) Zaki is so intelligent . . .
- (b) I like him, though . . .
- (c) He never cheats, however . . .
- (d) Since they published that book . . .
- (e) He ended his speech while . . .
- (f) He wants to swim so . . .
- (g) As I had no towel . . .
- (h) He refuses to believe that . . .
- (i) I have lent you all . . .
- (j) Tuesday was the coldest day . . .

CHAPTER IX

SECTION A

English Idiom. Verbs (3)

(a) forget

This verb is the opposite of *remember*, and does not mean *leave*. So *I forgot it at home* is not good English. Say *I left it at home* or *I forgot it*.

(b) dress

This verb should not have *clothes* as its object, for the idea of putting on clothes is already in the verb. Say *I dressed* or *I dressed myself* or *I dressed myself in my (best) clothes*.

Other uses are :

The mother dressed her child.
The doctor dressed the soldier's wound.

The doctor put a dressing on the wound.

(c) enjoy

This is a transitive verb, and must not be followed by a preposition.

I enjoyed the play. *I enjoyed the film.* *I enjoyed myself.*
He enjoyed listening to the music. *He enjoyed seeing the film.*

(d) feel

This is a transitive verb. It may be followed by a noun.
I felt some sympathy with him.
I felt the earth shake.

But *feel* usually has an adjective after it.

I feel happy. I felt sympathetic towards him. He feels sad.

(e) let

This is used to express commands or suggestions.

Let the boy who is talking stand up.

Let us all go to the cinema.

Let AB be a straight line

It may mean *permit*, but it does not mean *compel*.

I let the bird go.

The teacher let the boy leave five minutes early.

(f) spread

This verb is used with an object or without one. Its chief meaning is *to increase in area*, not in number.

The floods spread. The disease spread to other towns. Do not keep together; spread out. Spread the butter over your bread.

(g) rob

This verb takes as its object the person or place from which something is stolen.

He robbed me of my watch. He robbed the house. Some bad men try to rob the poor.

EXERCISE

Correct any mistakes you may find.

- (a) I got up and dressed my coat.
- (b) The careless boy forgot all his books at home.
- (c) Some thieves have robbed all the money from the bank.
- (d) I have worked hard and now feel with tired.
- (e) The headmaster let the bad pupil not enter the examination.
- (f) You will enjoy with your visit to the sea.
- (g) Thieves have spread nowadays.

SECTION B

Emphasis

It is and *it was* may be used for emphasis (= to speak strongly). In speech one usually gives a word or a phrase emphasis by pronouncing it strongly.

To give emphasis to nouns, pronouns and phrases, one may also use *it is* and *it was* and sometimes *it will be*.

Examples. John came.

It was John that (who) came.

The Romans conquered Britain.

It was the Romans that conquered Britain.

I shall come on Saturday.

It will be on Saturday that I shall come.

We saw Sam.

It was Sam that we saw.

The two rivers and the oil are the source of Iraq's wealth.

It is the two rivers and the oil that are the source . . .

I am to blame.

It is I that (who) am to blame.

You did it.

It was you that did it.

He died in June.

It was in June that he died.

He was killed in the war.

It was in the war that he was killed.

SECTION C

Conditional Clauses (I)

First Kind

The easiest and simplest conditional sentence is one that makes a general statement. No particular time is meant and the statement is true at all times. In this kind, *if* is almost the same as *when*. Both verbs are put in the present tense.

Examples. If (when) water boils, steam rises.

If (when) it rains, we stay indoors.

The farmers are pleased if (when) they get good crops.

EXERCISE

Rewrite these sentences using *if*.

- (a) When we get wet we sometimes catch cold.
- (b) Iron bars get longer when they are heated.
- (c) A boy who comes late annoys the teacher.
- (d) Those people who never save never become rich.
- (e) Lazy boys do not make progress.

Second Kind

If + Past tense + Conditional.

Time meant, Present.

Supposition (the verb with *if*), Impossible.

Examples. If I had four hands, I should be able to do more work. (I have only two hands.)

If wishes were horses, beggars would ride. (Wishes are not horses.)

If I knew, I should tell you. (I do not know.)

If he worked harder (now), he would learn more. (He is a lazy boy.)

Third Kind

If + Present tense + Future tense.

Time meant, Future.

Supposition, Likely or probable.

Examples. If it rains tomorrow, we shall stay at home.

If I see him, I shall speak to him.

Your father will be angry if you do not succeed.

EXERCISES

1. Put the verbs in the right tenses.

- (a) Tom is bad-tempered ; if you (laugh) at him, he (become) angry.
- (b) We (feel) cold in winter if we (wear) light clothes.
- (c) If there (be) a good film next week, we (go) to see it.
- (d) You (be) wise if you (work) harder than you do.
- (e) If cows (can) fly, how we (milk) them ?
- (f) I (fly) to school if I (have) an aeroplane.
- (g) If we (have) no eyes, we (can) not see.
- (h) What you (do) if someone (leave) you a fortune ?
- (i) I feel quite well ; but if I (feel) ill, I (go) to bed.
- (j) Flowers always (die) if we not (water) them.

2. What is the difference in meaning between the sentences of each pair ?

- (a) If you laugh at him, he becomes angry.
- (b) If you laugh at him, he will become angry.
- (c) If it rains, I stay indoors.
- (d) If it rains, I shall stay indoors.

3. Say why the tenses are wrong and correct them.

- (a) I cannot see if I have no eyes.
- (b) If I am a man I shall not come to school.
- (c) I buy a palace if I have a million pounds.
- (d) If Iraq has a cold climate, we wear warm clothes.
- (e) If we are at the bottom of the sea, we see a lot of fish.

4. Write complex sentences using the following :

- (a) set out. (b) to spare. (c) to forget. (d) to enjoy. (e) to travel. (f) to offer. (g) to get in. (h) to put on. (i) to be found. (j) to perish. (k) to dress. (l) to feel. (m) to spread. (n) to rob. (o) to let.

5. Rewrite the following, emphasising the words in italics :

- (a) *Jim* killed the dog, not I.
- (b) He went to a *jeweller's*, not to a baker's.
- (c) I said "*horse*" not "*cow*."
- (d) He went to school *in October*, not in November.
- (e) I found your pencil *in the garden*, not in the house.



CHAPTER X

SECTION A

English Idiom. Pronouns

He and *she*; *his* and *her*. These pronouns are generally used only for living persons; they are not used for groups of men (the army, the government, etc.) or for animals or birds. Exceptions. When we are speaking about our pets and animals we like, we sometimes use *he* and *she*.

Examples. Our cat is very clean; *she* washes herself every day.

I have a dog; *his* name is Spot.

Sailors sometimes speak of their ship as *she*.

Example. There *she* lies, a beautiful ship.

In poetry, the sun is sometimes called *he* and the moon *she*.

One. If you begin with *one* (= a person), you must continue with *one*. The possessive of *one* is *one's*.

Example. *One* should do all that *one* can to help *one's* friends.

The reflexive pronoun is *oneself*.

Example. *One* should not praise *oneself*.

Anyone, someone, everyone and *no one* are followed by *he, him, himself*, and *his*.

Example. *Everyone* should do *his* best to help those that help *him*.

One of is often followed by an adjective in the superlative degree.

Example. Sam is *one of the cleverest* boys in the class.

Others usually means *people*.

Example. Do good to *others*.

But if a noun which means *kinds of things* has been mentioned, *others* may mean things.

Examples. I do not like *these books*; have you any *others*?

In *some towns* wool is manufactured; in *others* cotton.

Another means *one other*, so it must never be followed by a plural noun.

Each other may take apostrophe *s* ('s) but never plural *s*.

Example. The two brothers love *each other*; they use *each other's* books.

One another is like *each other*; it may be used for two or more than two.

Examples. The two brothers love *one another*; they use *one another's* books.

All the girls of the class were shouting to *one another*.

It can never mean a plural noun.

Its, hers, ours, theirs and *yours* do not take apostrophe *s*.

One . . . another. This pair of words may be separated.

Example. Ships sail from *one* country to *another*.

EXERCISE

Correct any mistakes you may find.

- (a) The Government should do her best to help the poor.
- (b) Cotton is grown in Egypt, the Sudan and others.
- (c) These are bad books and I do not like it ; give me another books.
- (d) Ships sail from a country to another.
- (e) The Sudan is from the hottest countries in the world.
- (f) One should always help his friends and the people he meets.

SECTION B

The Infinitive (1)

The infinitive may usually take the place of a verbal noun when it is the subject or object of a verb.

Examples. *Swimming* is good exercise.

To swim is good exercise.

I like *sitting* in the sunshine.

I like *to sit* in the sunshine.

When the infinitive is the subject we often begin the sentence with *it*, and put the infinitive at the end.

Examples. *To swim* is good exercise.

It is good exercise *to swim*.

To learn English takes a long time.

It takes a long time *to learn English*.

So the following three sentences mean the same thing.

Driving slowly is wise.

To drive slowly is wise.

It is wise *to drive slowly*.

EXERCISE

Begin the following sentences with *it*, and keep the meaning the same by using the infinitive.

- (a) To learn Russian is difficult.
- (b) Running makes me tired.
- (c) Climbing trees is dangerous.
- (d) Taking exercise in the early morning improves the health.
- (e) Going to the cinema amuses me.

The infinitive may have an adverb with it.

Example. *To act quickly* was necessary.
It was necessary *to act quickly*.

The infinitive may take the place of a purpose clause.

Example. He goes to school *in order that he may learn English*.
He goes to school *to learn English*.
She went into the garden *in order that she might pick some flowers*.
She went into the garden *to pick some flowers*.

The infinitive may follow nouns or adjectives to explain their purpose or otherwise add to their meaning.

Examples. Have you a *book to read*?
 I shall give him some *money to spend*.
 I had a great *wish to see* my brother again.
 He has the *right to know* what you said.
 There is no *need to do* that.
 There is no *reason to suppose* that he is wrong.
 This book is *difficult to read*.
 The words were *hard to understand*.

Note.—In this use, we put a preposition after the infinitive if the verb needs one. For example, we say *He sits on a chair*; *we listen to music*.

Therefore we say :

He gave me a chair to sit *on*.

There will be some music to listen *to*.

This infinitive may also have an object.

Examples. Here is a knife *to cut the food with*.
 I gave him some paper *to write his exercise on*.

EXERCISE

Change into simple sentences; using the infinitive.

- He broke into the house in order that he might steal.
- It is important that you should come regularly to school.
- We had no place where we might shelter.
- They had no money with which they might buy food.
- I shall give you a letter which you must hand to your father.

SECTION C

Conditional Clauses (2)

Were instead of *was*.

If I *was* you, I should work harder.

If my brother *was* here now, he would protect me.

These two sentences mean present time, not past time. They are of the same kind as—

If I had four hands, I should be able to do more work.

Instead of using *was* in such sentences, most people use *were*. They consider *were* more literary than *was*; so they say :

If I *were* you, I should work harder.

If my brother *were* here now, he would protect me.

Fourth Kind

If + Past tense + Conditional.

Time meant, Future.

Supposition, Improbable; not likely.

Example. If it *rained tomorrow*, I should stay indoors.

Notice the past tense with tomorrow. The speaker uses this tense to show that he considers rain unlikely. He must live in a dry country; an Englishman in England usually says, *If it rains tomorrow . . .*, for there is much rain in England.

Instead of the past tense, we may use *were to* or *should* to show that the event is unlikely.

Example.

If it $\left\{ \begin{array}{l} \text{rained} \\ \text{were to rain} \\ \text{should rain} \end{array} \right\}$ tomorrow, I should stay indoors.

Fifth Kind

If + Past perfect tense + Perfect conditional.

Time meant, Past.

Supposition, Impossible. We imagine something that did not happen.

Examples. If my brother *had been* here yesterday, he *would have protected* me.

If Ali *had worked* harder, he *would not have failed*.

(Ali did not work hard, and he failed.)

Sixth Kind

If + Past tense + Past tense.

Time meant, Past.

Supposition, Possible. We do not know whether the event happened or not.

Examples. If the Tigris *was* low in ancient times, the farmers *got* poor crops.

Someone has broken the window.
If it *was* Tom, he *was* very careless.

Note.—Sometimes the verbs of a conditional sentence speak about different times, so different tenses are used according to the meaning.

Examples. If it *was* Tom that broke the window, he will have to pay for it.

Sam said, "If I *had been* born a girl I should now be in a girls' school."

If you *should* see my brother, give him my best wishes.

EXERCISES

1. What is in the mind of the speaker when he says—

- (a) If it rains tomorrow . . .
- (b) If it rained tomorrow . . . ?

2. Put the verbs in the right tenses. The time meant is past.

- (a) I did not see you. If I (see) you I (tell) you something.
- (b) He failed. His father (be) pleased if he (pass).
- (c) If the Great Wars not (happen), millions of people not (kill).
- (d) If I (be) of the tribe of Marzin, my camels not (steal); for brave men (come) to my assistance.
- (e) In olden days, if a man (steal) anything, his hand (cut) off.
- (f) Long ago if a man (want) to travel, he (have) to walk.

The following verbs mean something in the future.

- (g) If you (jump) from a height, you (kill).
- (h) If a storm (take place), much damage (do).
- (i) If the school (fall) down, where we (go) ?
- (j) If someone (leave) me a fortune, how happy I (be) !

3. Who says the following, a clever pupil or a stupid one ?

- (a) If I fail, I shall not be surprised.
- (b) If I failed (should fail), I should be surprised.

4. Rewrite the following, using an infinitive.

- (a) Talking is easy. Working is more difficult.
- (b) He left in order that he might get a better job.

(c) We have succeeded in solving the problem.
 (d) He needs a bag in which he may keep his books.
 (e) I shall ask him for a shilling so that I may pay the man.

5. Complete the following, and put an adverb of time in each.

(a) If I had a pencil . . .
 (b) If he had had more money . . .
 (c) If you do not eat your dinner . . .
 (d) If a man drinks poison . . .
 (e) If you were honest . . .
 (f) You would be displeased if . . .
 (g) We shall go abroad if . . .
 (h) They would have been astonished if . . .
 (i) Long ago the farmers were angry if . . .
 (j) I shall write to him if . . .
 (k) If a lion were to come into our house . . .
 (l) If you hinder me . . .
 (m) My uncle would increase Jim's salary if . . .
 (n) If we should arrive at the wrong station . . .
 (o) We should arrive at the wrong station if . . .

CHAPTER XI

SECTION A

English Idiom

Prepositions. "Ago"

(a) between and among

Between should be used when speaking of two. If there are more than two, *among* should be used.

Examples. There is a great difference *between the two cities*.

There is a difference *between "ago" and "since."*

In his village he is *among friends*.

I divided the money *between the two workers*.

I divided the money *among the three workers*.

Note.—*Difference* is always followed by *between*.

(b) ago ; since ; for

With *ago*, use a period of time (= a length of time) and the past tense.

Examples. I *saw him an hour ago*.

He *went out five minutes ago*.

He *was in Beirut a year ago*.

Six weeks *ago* he *went to prison*.

With *since*, use a date or a certain point of time, and the present perfect tense (or past perfect tense).

Examples. We *have been* in this room *since eight o'clock*.

I *have lived* here *since 1944*.

We *have not seen* him *since Saturday*.

I was glad to see John. I *had not seen* him *since 1936*.

For is followed by a period of time. The tense depends on the meaning.

Examples. He stayed in London *for a year*.

We have been here *for two hours*.

They have lived in that house *for three years*.

I worked *for an hour* and then went to bed.

SECTION B

The Infinitive (2)

Look at these sentences :

Have you any tea to drink ?

Have you any tea for Zaki to drink ?

In the second question we want to show that it is Zaki who will drink the tea ; we introduce this new idea by using the preposition *for*. Other examples are :

Here is a book *for your sister* to read.

There is nothing *for me* to do.

The following verbs are followed by the infinitive without *to* :

shall, will, should, would, may, might, can, could, must, let, make.

Examples. Can you *do* it ?

I let him *go*.

I made my brother *tell* me the truth.

Feel, see and *hear* may also be followed by the infinitive without *to*.

Examples. I saw him *steal* it.

I felt the earth *shake*.

He heard me *come* in.

The words *too* and *enough* may be followed by the infinitive.

Examples. This load is *too heavy to carry*.
(Nobody can carry it.)

This load is *too heavy for Zaki to carry*. (Zaki cannot carry it.)

I gave him *enough money to buy* the camera.

There are *enough chairs for all of us to sit on*.

EXERCISES

1. Put suitable infinitives, with or without prepositions, with the following :

- (a) A house.
- (b) A knife.
- (c) A pen.
- (d) Plenty.
- (e) Easy.

2. Fill in the spaces with infinitives, with or without prepositions.

- (a) This rule is very simple — —.
- (b) I need a pencil — — —, and paper — — —.
- (c) It is easier — — than — —.
- (d) His refusal — — made me unwilling — —.

- (e) It is always wise — —.
- (f) There is no need — — that this work is difficult — —.
- 3. Combine into simple sentences, using infinitives.
 - (a) A wall has been built round the field. It keeps the animals in.
 - (b) There is only one way. It must be done in this way.
 - (c) He is a thief. Everyone knows this.
 - (d) Every company of soldiers has a captain. He commands them.
 - (e) Schoolboys work hard. It is good for them.
 - (f) The house shook. I felt it.
 - (g) Sam stole the pearls. She saw him.
 - (h) The gun went off. I heard it.
 - (i) The sun rises every morning. I see it.
 - (j) Your heart beats. You can feel it.
 - (k) He has a sleep in the afternoon. It is his custom.
 - (l) She wanted to leave early. She asked the teacher for permission.
 - (m) He borrowed from Peter. He wished to pay Paul.
 - (n) Ali was very ill. He could not go to school.
 - (o) He sleeps under a net. He wishes to avoid being bitten by mosquitoes.

SECTION C

Agreement of Subject and Verb

Rule. A verb must agree with its subject.

1. Two singular nouns connected by *and*; the verb is plural.

Example. *A man and a woman are coming.*

2. A singular noun followed by *with* or *as well as*; the verb is singular.
Examples. *A man as well as a woman is coming.*
A man with two dogs is coming.
3. *Each, every, either, neither.* The noun following these adjectives is singular, so that the verb is singular.
Examples. *Each girl is wearing a hat.*
Every boy is wearing a coat.
Every boy and girl was happy.
Either boy deserves the prize.
Neither boy deserves the prize.
4. Although *None = no + one*, the verb is usually plural if a plural noun or pronoun is mentioned.
Examples. *None of them is coming.* (Right.)
None of them are coming. (Right and more usual.)

A number of men are coming,

the verb is plural because *men* are coming, not a number.
5. *Number.* With this word as subject, grammatically the verb should be singular; but in such a sentence as

A number of men are coming,

the verb is plural because *men* are coming, not a number.
6. *Names of books.* The name of a book is singular, although it may appear to be plural.
Example. *“Words and Idioms” is a useful book.*
7. *A sum of money* is singular.
Examples. *Twenty pounds is too much to pay.*
A hundred pounds is a large amount of money.

8. *Either + or ; neither + nor.* If both subjects are singular, the verb is singular. If one is singular and the other is plural, the verb agrees with the nearer subject.

Examples. *Either* Mary or her sister *is* coming.
Neither Tom nor Sam *is* clever.
Either you or I *am* wrong.
Neither Ali nor his friends *are* coming.

EXERCISES

1. Put in *is* or *are*.

- (a) A girl and a boy — singing.
- (b) A woman with her two children — begging in the street.
- (c) "Kallila and Dimna" — an old book.
- (d) Fifteen pounds — the price.
- (e) Either one or the other — guilty.
- (f) Neither of them — stupid.
- (g) Killing certain birds — forbidden.
- (h) Lighting the streets — the work of the local council.
- (i) The police — looking for the criminal.
- (j) Sam as well as his brothers — going to Europe.

2. Write compound sentences using the following :

- (a) than ; (b) for three months ; (c) enough ;
- (d) too ; (e) ago.

SECTION D

Perfect Participle

This is formed with "having" and the past participle. *Examples* : having seen ; having written ; having done ; having had.

Having seen the film once, I did not want to see it again = As (because) I had seen . . .

Having written his exercise, Tom put his pen down = When he had written . . .

Sam went home, *having done* his work.

Having done his work, Sam went home.

Sam, *having done* his work, went home.

Having had nothing to eat, I now feel hungry.

Not having seen him for twenty years, I shall not recognise him.

EXERCISE

Change into simple sentences, using perfect participles.

- (a) When they had found the treasure, they tried to sell it.
- (b) I cannot have a holiday as I have spent all my money.
- (c) The judge sentenced the man to prison when he had listened to the evidence.
- (d) As this child has burnt himself once, he is always afraid of fire.
- (e) I shall write to him again as I have not received a reply to my letter.

Passive Participle

Present : being seen ; being written ; being done.

Perfect : having been seen ; having been written ; having been done.

Examples. I watched the letter *being written*.

We can hear the guns *being fired*.

Being watched by a large crowd, the team played well.

Sam, *being encouraged* by his success, worked harder than before.

Having been seen by the police, the thief ran away.

The child, *having been burnt* once, was always afraid of fire.

Having been damaged in an accident, the car had to be repaired.

Not having been mended for many years, the roads are full of holes.

EXERCISE

Change into simple sentences, using passive participles.

- We watched the house while it was being built.
- As they had been severely defeated, the enemy retired.
- I like listening to a piano when it is well played.
- After they had been set free the prisoners went home.
- As we have been robbed twice, we now put a chain on our door.

SECTION E

Verbal Nouns

The forms of passive participles, present and perfect, are also used as verbal nouns.

Examples. *Being unfairly treated* is always unpleasant.

We all like *being praised*.

Have you heard about Tom's *getting married*?

Sam was dismissed for *having failed* in all his examinations.

After *having been trained* (or *being trained*), the soldiers were sent to fight.

The thief was arrested for *having been seen* stealing.

EXERCISE

Change these simple sentences into complex sentences.

- After having failed three times, Sam managed to succeed.
- I was annoyed at not having heard from you for a month.
- I was displeased at having been unfairly treated.
- Before being given a post as a teacher, Tom attended a training college.
- Pat was sent to prison for having been found with some stolen goods.

CHAPTER XII

SECTION A

English Idiom. Need

The verb *need* is a regular verb and may take a noun as a direct object.

Examples. The poor man *needs* plenty of good food.

Tom *needs* a hair-cut.

He *does not need* anything.

I *need* nothing.

I *did not need* anything.

They *needed* food and water.

Need may be followed by *to* with the infinitive.

Examples. You *did not need to bring* all those books.

This boy *needs to work* harder.

Do you *need to go* to the doctor?

This clever boy *does not need to be told* anything twice.

The verb *need* is also a defective verb that never changes its form. It is followed by the infinitive without *to*. It takes no auxiliary verbs. It is used in the interrogative and negative, but not in the affirmative.

Not *I need go* to the doctor. (Wrong.)
He need go to the doctor. (Wrong.)

But *I need to go* to the doctor. (Right.)
He needs to go to the doctor. (Right.)

That is, in affirmative sentences like these the regular verb *need* must be used with *to*; but

Need he go to the doctor? (Interrogative; right.)

Need I go? (Right.)

He need not go or *He does not need to go*.

I need not go or *I do not need to go*.

Defective *need* is treated like *should* and *must* when past time is meant.

Examples. You *need not (needn't) have spoken* rudely to me. . . . (But you did.)

Need you have spoken rudely to me?

Notice again that it is not used in the affirmative.

Need not with the infinitive may show past time in indirect speech.

Examples. I told them that they *need not stay*.

Compare.—You ought not to have come. (But you came.)

You need not have come. (But you came.)

His teeth were sound; he did not need to go to the dentist. (So he didn't go.)

I went to the dentist. He said, "Your teeth are sound; you need not have come."

EXERCISE

In the following sentences, *need* is used as a defective verb. Use the regular verb *need* instead.

- (a) Need you speak so loudly?
- (b) You need not do any more work.
- (c) He is rich; he needn't work.
- (d) Need I answer all these questions?

SECTION B

Clauses and Phrases

A clause always has a subject and a verb tense ; but a phrase has not a tense, although it may have an infinitive, a verbal noun or a participle.

It is often possible to change a clause into a phrase, or a phrase into a clause, without changing the meaning of the sentence.

Noun Clauses may sometimes be replaced by noun Phrases.

Examples

Clause : *That he is clever* is well known.
It is well known *that he is clever*.

Phrase : *His cleverness* is well known.

Relative Clauses may sometimes be changed into phrases by using the present or past participle, or by using an adjective. If the present participle is used, it usually shows a time which is about the same as that of the main verb.

Examples

Clause : I saw a man *who was walking along the road*.

Phrase : I saw a man *walking along the road*.

The past participle shows that the time meant was before that of the main verb.

Examples

Clause : He sold the car *which had been burnt*.

Phrase : He sold *the burnt car*.

Time Clauses beginning with *when* or *as soon as* may often be replaced by phrases using the present participle.

Examples

Clause : *When he entered the room*, he sat down.
Phrase : *Entering the room*, he sat down.

Purpose Clauses (*in order that . . . etc.*) may be changed into infinitive phrases.

Examples

Clause : He put it into his mouth *in order that he might taste it*.

Phrase : He put it into his mouth *to taste it*.

Clauses of Cause (*because . . .*) may be replaced by using *because of*, or *owing to*, or *on account of* + a noun.

Examples

Clause : He was unhappy *because he had failed*.
Phrase : He was unhappy *owing to his failure*.

Clauses of Concession (*although . . .*) may be changed into phrases using *in spite of* + a noun.

Examples

Clause : *Although he was honest*, nobody liked him.

Phrase : *In spite of his honesty*, nobody liked him.

Clauses of Result (*so . . . that*) may often be replaced by using *too* + the infinitive. Remember that *too* usually has a negative meaning.

Examples

Clause : This is *so small that I cannot see it*.

Phrase : This is *too small for me to see*.

EXERCISES

1. If the italicised words are a clause, change them to a phrase ; if they are a phrase, change them to a clause.

(a) We all disliked him *although he was clever*.
 (b) I stayed at home *owing to the heat*.
 (c) *Falling down the steps*, he broke his leg.
 (d) He climbed the tree *in order that he might reach the apples*.
 (e) That coat is *too big for me to wear*.
 (f) Give me a knife *to cut this bread with*.
 (g) I went to the station *to meet my brother*.
 (h) *When I saw the accident*, I ran for help.
 (i) The book *which is lying on the table* is yours.
 (j) *His words annoyed me*.

2. Fill in the spaces with suitable words.

(a) I have been working for —
 (b) — ago you said you would help me.
 (c) There is no disagreement between —.
 (d) Fifty pounds — more than I can afford.
 (e) I am paler than — ; he is less pale than —.
 (f) The police — going to catch the thief.
 (g) I told the servant that he need not —
 (h) We have not enough tobacco —.
 (i) If you give me too —.

3. Change the following into complex sentences.

(a) In spite of my efforts, I failed.
 (b) Owing to the false news, he lost a lot of money.
 (c) He hurt his wrist trying to start the car.
 (d) Putting the letter in the drawer, he locked it up.
 (e) Everyone knows of his ignorance.
 (f) That is too dear to buy.
 (g) The news published in the papers discouraged me.
 (h) Breaking into the house, the thieves stole some pearls.
 (i) Because of my illness, I lost my job.
 (j) I shall drink this soup in spite of its bad taste.

PART THREE

IDIOMS WITH COMMON VERBS

The common English verbs form a great number of Idioms. No other language is like English in this respect. Here are some of the Idioms formed from get, take, do, go, make, set, tell, put, look, keep, run.

SECTION A

THE MEANINGS OF "GET"

1. *obtain* Go and get your books. This class will get a good result.
2. *become* It is getting late. He is getting old.
3. *receive* He got full marks. He got a heavy punishment.
4. *arrive* We got there at five o'clock.
5. *cause to be* Take your shoes to the shop and get them mended. Get your hair cut.
6. *(passive)* He got killed. He got injured in the accident.

IDIOMS WITH "GET"

(a) **get along** = agree.

We are good friends ; we get along (or get on) well together.

(b) **get at** = reach and obtain, find out.

The cat would like to get at the bird in the cage. How can we get at the truth ?

(c) **get in, get out** = enter, leave, means of transport.

As soon as the train arrived, they got in.
He got out at the station.

Get in, get out, are also used for buildings when the method used is not the ordinary one.

The thieves got in through the window, and got out the same way.

We got out by breaking down the wall.

(d) **get in** = arrive.

The train gets in at midday.

(e) **get on** = make progress.

How is Tom getting on at school? He is getting on well.

(f) **get on, get off** = enter, leave; means of transport.

He got on the train at Basrah and got off at Hilla.

(g) **get out** = take out.

Get your books out of your desks.

(h) **get over** = recover from.

He got (caught) fever, but he is now getting over it.

(i) **get rid of** = send away, remove.

He was a bad servant and we got rid of him.

(j) **get through** = spend foolishly.

He soon got through all his money.

= pass.

Tom got through the examination the first time.

get through = finish.

I shall come as soon as I have got through my work.

(k) **get up, down** = go, come, up, down.

The cat got up the tree, but it could not get down.

(l) **get up** = rise from bed.

I always get up early.

EXERCISES

1. Change "get" in every case into another word and make any other changes you may think necessary.

I got up at six o'clock, got into my clothes and then got my own breakfast. As soon as I had got through all this, I got out my gun and got ready for the day. I had got the gun only the week before, so I had not yet got used to it. After leaving the house, I got on a bus. I got off ten minutes later and began to walk towards a big wood. As I got near, a rabbit got up at my feet; but it got away before I could get a shot at it. When I got inside the wood I got a shot at a bird on the top of a tree. I got it with my first shot, but it did not fall to the ground. It got caught in some high branches. I tried to get up the tree to get it, but only got myself tired and dirty, so I got down again. It took me a long time to get over my disappointment. As it was now getting near midday, I got out my bread and cheese.

2. Rewrite the following sentences, using idioms with *to get* and without changing the meaning.

(a) I cannot agree with Tom.

(b) Where did you obtain that pen?

- (c) The thieves could not reach my jewellery because it was locked up in a safe place.
- (d) Sam is not progressing with his work at all.
- (e) He is very ill ; I don't think he will recover.
- (f) We shall leave the train at Hilla..
- (g) Do you realise that I have left my keys in the house and that we must enter through the window ?
- (h) At what time does the train arrive ?
- (i) Tom is a lazy boy ; no one can say when he will rise from bed in the morning.
- (j) We shall have to send our servant away ; he knows nothing.

SECTION B

Idioms with "take"

(a) **take after** = be like.

He takes after his father in many ways.

(b) **take off** = leave the ground (in an aeroplane).

The pilot took off at six o'clock.

After running some distance, the aeroplane took off.

(c) **take (money) off**.

The shopkeeper took a shilling off the price.

(d) **take over** = become responsible for, or owner of (work, duties, possessions) after another.

When Mr. Smith left, Mr. Jones took over his work.

When I took the house (rented it), I took over some of the furniture that was in it.

(e) **take place** = happen.

Where did the accident take place ?

(f) **take up** = begin to practise (a sport, hobby or study).

He has stopped playing football and has taken up tennis.

He liked French, so he took it up seriously.

EXERCISES

1. Use *take* instead of the verbs in italics.

- (a) Alice *is like* her mother.
- (b) I asked him to *reduce* the price by sixpence.
- (c) Ali has *begun to practise* swimming.
- (d) I *did* Tom's work in his absence.
- (e) The aeroplane *left* as the sun rose.
- (f) The football match will *be played* at three o'clock.
- (g) After his illness he *began to do* different work.
- (h) An accident *happened* as the aeroplane was starting.

2. Rewrite the following, using idioms with *take*.

- (a) Mary has begun to learn singing.
- (b) The aeroplane left the ground at seven o'clock.
- (c) He reduced the price of the suit by ten shillings.
- (d) What has happened here?
- (e) It is not likely that I shall do his work instead of him.

SECTION C

Idioms with "do"

(a) **done** = finished.**have done** = have finished.

Our work is done ; we are going home.

Put your pens down when you have done.

(b) **do away with** = get rid of (something).

I did away with all my old papers.

(c) **do for** = serve a purpose, be of use.

I'll take this box home ; it will do for firewood.

The coat is too small for him, but it will do for his younger brother.

(d) **do good** = benefit.

Take this medicine ; it will do you good.

(e) **do up** = fasten.He did up his coat buttons because it was cold.
= repair, make like new.My bicycle is looking old ; I shall do it up.
Next year we shall have our house done up.(f) **do well** = make progress.

Tom is doing well at school.

He was very ill, but he is doing well now.

(g) **do without** = live without.

During the war, we did without many things from Europe.

(h) **do your best** = try as hard as you can.

He is a hard worker ; he always does his best.

The following are used in speech.

(i) **done for** = worn out, very tired.

I can't wear these old shoes any more ; they're done for.

The men could walk no further ; they were done for.

(j) A. "How do you do ?" B. "How do you do ?"

This is what two people usually say to each other when they are introduced.

(k) **this will do** = this is enough, this will do what is wanted.**that will do** = that is enough.

I don't want a pen ; this pencil will do.

Please give me a shilling. If you haven't got one, a piastre will do.

EXERCISE

Rewrite the following, using idioms with *do*.

(a) If you take this aspirin, it will make you feel better.

(b) I shall try as hard as I can to pronounce it correctly.

(c) Messrs. Smith & Co. will repair the car.

(d) We cannot get on without water.

(e) I cannot come until I have finished my work.

(f) Let us throw away these useless books.

(g) Fasten your coats, boys !

(h) This meat is not very good, but it is good enough for the cat.

(i) The workmen are coming to make our house like new.

(j) He tied up the parcel and posted it.

SECTION D

Idioms with " go "

(a) **go = become.**

The horse has gone lame.

The dog went mad.

(b) **go after = pursue.**

The thief ran away ; I went after him and caught him.

(c) **go down = set or sink.**The sun went down and the stars came out.
The ship went down after striking a rock.

= decrease in price.

We hope that the cost of living will soon go down.

Sugar has gone down one penny.

(d) **go for = fetch or seek.**

My sister fell ill so I went for a doctor.

(e) **go off = depart.**They went off to Benghazi last Saturday.
= explode.

Do not touch the bomb ; it might go off.

(f) **go on = continue.**The war went on for six long years.
Go on with your work.(g) **go out = stop burning.**

The fire went out.

The light is going out.

The match has gone out.

EXERCISES

1. Rewrite these sentences, using idioms with " do " or " go. "

- (a) She was ill, but she is now *getting better*.
- (b) *Fasten* your coat (= button).
- (c) Do not fetch any more chalk ; this bit is *enough*.
- (d) The ship *sank* in the storm.
- (e) *Try as hard as you can* to succeed.
- (f) The cost of living *is rising*.
- (g) They are not here ; they *left* an hour ago.
- (h) The price of cloth has *risen* again.
- (i) At midday the gun will *be fired*.
- (j) Before we arrived, the fire had *died out*.

2. Rewrite the following sentences, using idioms with *do*, *go*, *take* or *get*.

- (a) When will the examination be held ?
- (b) They are making a lot of progress in English.
- (c) When he touched the shell, it exploded.
- (d) He will never complete all that typing if he does not have his typewriter mended.
- (e) She had a bad cold, but she is recovering.
- (f) Something happened as the aeroplane was leaving.
- (g) I feel faint ; a drink of water will make me feel better.
- (h) This suit is worn out ; what can I use it for ?
- (i) They sang songs while the ship was sinking.
- (j) The storm continued for seven hours.

SECTION E

Idioms with "make"

(a) **make** = force, compel.

The teacher made Sam repeat it.
Sam was made to repeat it.

(b) **make for** = go towards; try to reach.

He made for the door.
We are making for London.

(c) **make friends** = become friendly.

They quarrelled with each other, but they made friends again.

(d) **make fun of** = laugh at, and cause others to laugh at.

The other boys are always making fun of poor Sammy.

(e) **make off** = run away.

He seized the gold watch and made off with it.

(f) **make out** = see, hear or understand.

Speak up ; I can't make out what you are saying.
I made out a dark shape in the distance.
I cannot make out what is written here.
I don't understand him ; I can't make out what he wants.

(g) **make up** = change the appearance.

The policeman made up as a beggar.
Actresses put make-up (= paint and powder) on their faces before they go on the stage.

(h) **make up a quarrel** = put an end to a quarrel.

Have you made up your quarrel with Tom yet ?

(i) **make up for** = compensate for.

We must work harder to make up for the time we have lost.

(j) **make up one's mind** = decide.

Have you made up your mind what to do ?
I have made up my mind to go to Europe next year.

EXERCISE

Rewrite the following, using the verb *make* :

- (a) It was so dark that I could not see where I was.
- (b) I decided to become a doctor.
- (c) Don't laugh at me !
- (d) When the policeman arrived, the boy ran away.
- (e) He jumped up and went towards the door.
- (f) Sam and Tom have stopped quarrelling and have become friends again.
- (g) When they got lost in the desert, they tried to reach the sea.
- (h) George played a trick on us by dressing himself like a policeman.
- (i) Tom's father compelled him to go to bed.
- (j) We have decided to go to America next summer.

SECTION F

Idioms with "set"

(a) **set fire to, or set on fire**.

The criminal set fire to the house.
The criminal set the house on fire.

(b) **set in** = begin (said of the weather).

Winter will soon set in.

The rainy season has set in.

(c) **set off** = begin a journey.

The travellers set off at dawn.

We set off for home across the hills.

= cause to burn or explode.

We put a match to the gunpowder and set it off.

(d) **set out** = begin a journey.

They set out as soon as they were ready.

= arrange.

The shopkeeper set out his goods in the window.

When you write an exercise, you should set your work out nicely.

(e) **set up** = put up, make to stand up.

If you knock it down, I shall set it up again.

(f) **set up a record** = establish a record
(= do better than anyone else has done).

If you were to run a mile in under four minutes,
you might set up a world's record.

(g) **set up as** = begin a business.

He wants to set up as a cotton merchant.

EXERCISES

i. Change the words in italics for idioms with *set* and *make*.

(a) Now that the hot weather *has begun*, it is time for us to go to Beirut.

(b) I *made myself look like* an old man, and tried to find out who had *started a fire in* my uncle's garage.

(c) The Government gave him a hundred pounds to *pay him* for the loss of his crops.

(d) *Arrange* your work neatly.

(e) I quarrelled with him because he *made the others laugh at me*; later we *became friends* again.

(f) His father *compelled him* to say that he was sorry.

(g) We *decided* to leave for South Africa.

2. Write conditional sentences, using the following:

(a) set the forest on fire.

(b) make fun of me.

(c) set up as a jeweller.

(d) make up for lost time.

(e) make up his mind.

SECTION G

Idioms with " tell "

(a) **I can tell you** = I assure you.

It was a very fine game, I can tell you.

(b) **tell** = produce an effect.

Every word that he said told on his hearers.

Every blow that I gave my opponent told.

I gave him several telling blows.

= count; all told = all being counted.

The old priest sat in the corner telling his beads.

Tom got a new watch and soon learned to tell the time.

There were twenty-seven persons all told.

(c) **tell one from another** = know which is which.

These two brothers are very alike; you can hardly tell one from the other.

Can you tell which is yours and which is mine?

You can tell a policeman by his uniform.

Zaki is so like Ali that you cannot tell them apart.

(d) **tell tales** = tell stories about another that ought to be kept secret.

You should not tell tales out of school.
Keep away from Tom; he is a tell-tale.

(e) **tell off** = blame (only in speech).

The master told Sam off for his bad behaviour.

EXERCISES

1. Say in another way, using *tell*.

- (a) It is quite easy to speak English, I assure you.
- (b) That boy repeats stories about his school-fellows.
- (c) We were thirty-five men in all.
- (d) She has not yet learned how to use a watch.
- (e) The heat is producing an effect on his health.
- (f) It is difficult to know Tom from his brother.

2. Rewrite without using "tell."

- (a) Your long illness has told on your strength.
- (b) He will be severely punished, I can tell you!
- (c) I cannot tell which is Tom and which is Sam.
- (d) I hit him on the nose, and the blow told.
- (e) Fifteen people were killed in the accident, all told.

SECTION H

Idioms with "put"

(a) **put forward a request** = send in a request.

Dear Sir,

I beg to put forward this my request for an increase in salary.

(b) **put in for** = apply for.

There is a post advertised in the newspaper; why don't you put in for it?

(c) **put off** = postpone, put to a later date.

The match will not take place next week; it has been put off.

(d) **put out** = put out of its right place (of limbs).

He fell down and put out his arm.

(e) **put out a fire, a light** = stop it burning.

All lights in the camp must be put out at half-past ten.

A fire started, but I soon put it out with some water.

(f) **put right** = mend, make right.

The wireless set won't work; can you put it right?

(g) **put up** = raise.

All the shopkeepers put up their prices in war-time.

(h) **put up at an hotel, put up with friends = stay.**

put a friend up = let him stay in your house.

When I am in London I always put up at a good hotel.

In Paris I put up with some friends ; I usually find someone who is willing to put me up.

(i) **put up with = bear.**

Jack was very troublesome in the class ; the teacher refused to put up with him any longer and sent him out.

EXERCISES

1. Use an idiom with *put* instead of the words in italics.

(a) They have *postponed* their departure for the seaside.

(b) Go away ; I cannot *bear* you any longer.

(c) Mary heard that the company wanted a typist and so she *applied* for the post.

(d) In a strange town I always *stay* at an hotel.

(e) When my brother comes, I shall *let him stay in my house.*

2. Rewrite the following sentences without using *tell* or *put*.

(a) He is a violent man, I can tell you.

(b) The hot summer told on my nephew's health.

(c) James put me up when I went to Manchester.

(d) The car will go ! He must have put it right !

(e) He said that he had to put up the price because of the war.

(f) Never put off till tomorrow what you can do today.

(g) She cannot put up with her aunt any longer.

(h) The umbrellas are so alike that I cannot tell one from the other.

(i) He is not at his house ; he must have put up at an hotel.

(j) I shall not put in for the job, because the salary offered is very low.

SECTION I

Idioms with "look "

(a) **look = appear.**

He is looking very pleased with himself today. This exercise looks easy, but is really very difficult.

(b) **look down on = despise, scorn.**

Everybody looks down on a man who is dirty and dishonest.

(c) **look forward to = expect with pleasure.**

We are looking forward to our holiday next week.

I am not looking forward to my examination.

(d) **look into a matter = examine, make enquiries.**

My car has been stolen ; the police are looking into the matter.

(e) **look out for = watch for.**

keep a good look-out = watch carefully. be on the look-out = watch carefully.

When you walk in the forest, look out for snakes. Sailors keep a good look-out at sea.

The soldiers were on the look-out for the enemy.

(f) **look out ! = be careful !**

Look out ! That lion is coming towards us.

(g) **look over = examine again.**

Look over your work before giving it to me.

(h) **look to + for = depend on + for.**

The small countries looked to Britain for help in the war.

(i) **look up a word = search for it in a dictionary.**

I don't know the meaning of this ; I shall look it up.

(j) **look up a friend = go and see him.**

I shall look Tom up this afternoon.

(k) **look up to = regard with respect.**

All the people look up to that good old man.
The other boys look up to Ahmed, for he has fine qualities.

EXERCISE

Use idioms with *look* instead of the words in italics.

(a) He *seems* very sad.

(b) *Examine again* what you have written.

(c) I shall *examine* your complaint.

(d) I shall *watch for* you at the station.

(e) We all *honour and respect* our great leader.

(f) I *despise* a man whom I cannot trust.

(g) The poor old man has to *depend on* his sons for assistance.

(h) *Be careful !* You are in danger.

(i) I am *expecting your visit with pleasure.*

(j) He *went and saw* Sam when we were in London.

SECTION J

Idioms with "keep "

(a) **keep = employ ; feed and clothe.**

The rich man keeps many servants ; he also keeps horses and dogs.

When his father died, he was kept by his grandfather.

(b) = **observe, celebrate.**

Moslems keep Friday and Christians Sunday as holy days.

(c) **keep in = keep in school.**

He was kept in for talking in class.

(d) **keep in step = step at the same time.**

When soldiers are marching, they must keep in step.

(e) **keep in touch with = send news to.**

Tom and I keep in touch with each other although he is far away ; we write to each other regularly.

(f) **keep on = continue.**

He would not keep quiet ; he kept on talking. If you keep on, you will soon finish.

(g) **keep one's feet = remain standing.**

The road was so muddy and slippery that we could not keep our feet.

(h) **keep out = prevent from entering ; stay out.**

He put on warm clothes to keep out the cold. Our roof has holes in it and will not keep out the rain.

Don't come in here ; keep out.

(i) **keep together** = **remain together**.

Do not spread out; keep together.

(j) **keep up with** = **go as fast as and remain with**.

The tired soldier could not keep up with the others.

EXERCISES

1. Use *keep*, or idioms with *keep*, instead of the words in italics.

- (a) They *sometimes write letters to each other*.
- (b) As he refused to *remain quiet*, the teacher *made him stay at school*.
- (c) We shut the door to *prevent him from coming in*.
- (d) As he had no parents, his relations *looked after him*.
- (e) They *did not separate*.

2. Rewrite the following sentences without using *keep* or *look*.

- (a) Look out! The train is coming!
- (b) Everyone looks down on a man who accepts bribes.
- (c) If he keeps on, he will succeed in the end.
- (d) Jim got so tired that he could not keep up with us.
- (e) The new hospital looks very nice.
- (f) My brother and I always keep in touch with one another.
- (g) Let us go and look Sam up tomorrow.
- (h) We look to you for support.
- (i) The wind was so strong that we could hardly keep our feet.
- (j) The police could not keep the crowd out.

SECTION K

Idioms with "run"

(a) **run** = **direct**.

Mr. Smith is a good business man and runs his shop very well.

This is a well-run school.

(b) **run a risk** = **go into danger**.

Drive carefully; do not run risks.

If you do not look where you are going, you run the risk of being knocked down.

(c) **run away**.

He ran away from school.

(d) **run down** = **lose its power**.

Nobody wound up the clock, so it ran down.

= **ill as a result of hard work**.

He has not had a holiday for a long time and feels run down.

(e) **run into** = **meet by chance**.

Yesterday I ran into my old friend Jack.

= **meet violently**.

Two trains ran into each other and many people were killed.

(f) **run into debt** = **get into debt**.

He spent more than his income and ran into debt.

(g) **run off with** = **run away with**.

He stole a chicken and ran off with it.

(h) **run out of** = **finish one's supply of**.

Go to the shop ; we have run out of sugar.
 When they were on the desert island, their food soon ran out.

(i) **run over** = **go over**.

A train ran over him and killed him.
 He was run over by a car.

= **examine again quickly**.

When we have finished the book, we shall run over it again.

= **flow over the top**.

He filled the glass with wine until it ran over.

EXERCISES

1. Use idioms with *run* instead of the words in italics.

- (a) Our food *came to an end*.
- (b) We *finished all our* petrol.
- (c) The thief *fled* from the policeman.
- (d) The bus *passed over* his body.
- (e) He *became indebted*.
- (f) Mr. Smith *directed* his little shop very well.
- (g) Before we hand in this exercise, we shall *go over* it again.
- (h) He put so much water in the bath that it *came over the top*.
- (i) I *met* Tom as I was going along the street yesterday.
- (j) It had been a very hot summer, and he felt *tired and ill*.